I. Adoption of the Agenda

II. Minutes of the March 10, 2016 College Council (attachment A), Pg. 3

III. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments B1-B19) - Interim Associate Provost and Dean of Undergraduate Studies, Dara Byrne

Programs

B1. Proposal to Revise the BA in Criminal Justice, Pg. 6
B2. Proposal to Revise the BA in Economics, Pg. 9
B3. Proposal to Revise the BA in English, Pg. 10
B4. Proposal to Revise the BA in Fire and Emergency Service, Pg. 12
B5. Proposal to Revise the Minor in Spanish, Pg. 25

New Courses

B6. ART 2XX (233) Cultural History of Photography, Pg. 31
B7. HON 1XX-1YY (181-182) Honors Colloquium I & II, Pg. 43
B8. LLS 3XX (315) Research Methods in Latin American and Latina/o Studies, Pg. 59
B9. LIT 2XX (241) Murder on Screen and Stage (CE), Pg. 71
B10. LIT 3XX (348) Native American Literature, Pg. 89
B11. PHI 2XX (216) Ethics and Technology, Pg. 100

Course Revisions

B12. CJBS 250 Research Methods and Statistics in Criminal Justice, Pg. 112
B13. HJS 410 Problems and Theories: Thesis Prospectus, Pg. 114
B14. PSY/ANT/SOC 450 Major Works in Deviance, Pg. 117
B15. SPA 330 Translating II, Pg. 118
B16. SPA 333 Interpreting II, Pg. 120
B17. SPA 337 Text Analysis, Pg. 122
B18. SPA 340 Legal Interpreting I, Pg. 124

Academic Standard

B19. Proposal to Revise the Policy on Graduation Requirements, Pg. 126

IV. Report from the Committee on Graduate Studies (attachments C1-C2) – Associate Provost and Dean of Graduate Studies, Anne Lopes

Program Revision

C1. Addition of Distance-Education-Delivery Format to the Advanced Certificate in Criminal Investigation, Pg. 127
Course Revision

C2. Changes to Existing Graduate Courses: PSY 738, PSY 791, and PSY 781, Pg. 135

V. Revision to the General Education Subcommittee of UCASC (attachment D) – Professor Karen Kaplowitz, President, Faculty Senate, Pg. 141

VI. Proposal from the Committee on Honors, Prizes and Awards (attachment E) – Vice President of Student Affairs, Lynette Cook-Francis, Pg. 143

VII. College Council Meeting Practices and Expectations: Report from the Executive Committee

VIII. New Business

IX. Administrative Announcements – President Travis

X. Announcements from the Faculty Senate – President Kaplowitz

XI. Announcements from the Student Council – President Kabir
JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

MINUTES OF THE COLLEGE COUNCIL

Thursday, March 10, 2016

The College Council held its sixth meeting of the 2015-2016 academic year on Thursday, March 10, 2016. The meeting was called to order at 1:48 p.m. and the following members were present: Schvealetta Alford, Andrea Balis*, Rosemary Barberet, Ellen Belcher, Warren Benton, Dara Byrne, Lynette Cook-Frances, Sven Dietrich, James DiGiovanna, Sandrine Dikambi, Artem Domashevskiy, Janice Dunham, Lisa Farrington, Kaniz Fatima, Ming Feng*, Joel Freiser, Terry Furst, Jay Gates, Lior Gideon, John Gutierrez, Maki Haberfeld, Jay Hamilton, Faika Kabir, Karen Kaplowitz, Maria Kiriakova, Jacob Kleinberg*, Louis Kontos, Anne Lopes, Yue Ma, Nancy Marshall, Roger McDonald, Naomi Nwosu, Katherine Outlaw, Trushal Pandhi, Antoan Peychev, Maria Plata, Muhammad Rehman, Belinda Rincon, Kadeem Robinson, Raul Romero, David Shapiro, Francis Sheehan, Carmen Solis, Charles Stone, Robert Till, Jeremy Travis, Robert Troy, Janet Winter, and Marline Wright.


*Alternates.

I. Adoption of the Agenda

A motion was made to adopt the agenda. The motion was seconded and approved unanimously.

II. Minutes of the February 11, 2016 College Council

A motion was made to approve the minutes. The motion was seconded and approved unanimously.

III. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments B1-B4)

A motion was made to adopt program marked “B1. Proposal for a New Minor in Interdisciplinary Studies”. The motion was seconded and approved unanimously.

A motion was made to adopt program marked “B2. Proposal to Revise the Minor in Journalism”. The motion was seconded and approved unanimously.

A motion was made to adopt new course marked “B3. PHI 3XX (317) Philosophy of Law in Global Perspective (JCIJ)”. The motion was seconded and approved unanimously.
A motion was made to adopt course revision marked “B4. PSC 401 Seminar in Police Problems”. The motion was seconded and approved unanimously.

IV. Report from the Committee on Graduate Studies (attachments C1-C2)

A motion was made to adopt new program marked “C1. Creation of Faculty-Mentored Research Courses”. The motion was seconded and approved unanimously.

A motion was made to adopt course revision marked “C2. Change to Existing Graduate Course: CRJ 784”. The motion was seconded and approved unanimously.

V. Proposed Revisions to the Procedures for Awarding Honorary Degrees (attachment D)

A motion was made to adopt the revisions to the procedures for awarding honorary degrees.

In Favor: 44    Oppose: 0    Abstention: 4

The motion was seconded and passed.

VI. College Council Meeting Practices and Expectations: Report from the Executive Committee

The Executive Committee of the College Council and the College Council have been discussing the effectiveness, role, mission, and operating procedures of the College Council. Are we serving the college well? How can we organize activities to more effectively achieve the purposes of the College Council? The goal is to institute some changes by the end of the year and if there are things we want to try next year that are consistent with this effort, we will take them up then.

The role of the College Council is critical to achieving the mission of the College. The Council approves new majors, new programs and course changes. In that sense the College Council is the representative body of the College.

The College Council is also the place that regularly brings together students, staff and faculty. In this sense, the College Council builds community. We want to create that connectivity and sense of community in the College Council.

A third possible purpose of the College Council that we have been discussing is the College Council as a forum for discussing important issues. This is beyond the role of the Council as a governance body. This discussion should continue.

The changes that thus far have been initiated for the College Council include:

1. Name tags will be worn during College Council meetings. These are expected to increase the sense of community at meetings.
2. Refreshments will be served during College Council meetings.
3. We will create an identity of College Council members on the website.
4. There will be an orientation meeting in advance of the first College Council meeting of the year and an appreciation reception after the last meeting of the academic year.
5. The Open Meetings Law requires that we keep attendance. We will publish attendance at the end of each semester. Next year we anticipate there will be a
clearer understanding of what it means to be an alternate. The role and participation of alternates should be further discussed.

6. The issues of excused or unexcused absences needs to be further developed. We do not yet have a standard.

Comments from the College Council are listed below:

a. At member orientation there should be basic Robert’s Rules of Order introduction. The Executive Committee of the College Council will develop the orientation agenda.

b. Alternates should not be required to attend all College Council meetings if College Council meeting attendance is improving.

c. The media wall could be utilized to give visibility to College Council members as well as agenda items.

d. Communication strategy should include communication with the community regarding the College Council.

e. There was discussion regarding whether the College Council could serve as an open forum, including a place for debate. A speaker stated that we should focus on the primary function of the College Council and that already there are multiple venues for open discussion, such as Town Hall. There should be other opportunities for open discussion, which might result in bringing items to the College Counsel for decision making. The College Council serves as a forum for action. It is not clear that people would stay for discussions that do not require formal action. It was suggested that deliberations by the College Council could be focused on dissenting opinions within committee deliberations. The Executive Committee could bring to the College Council the content regarding all sides of an issue that has been considered within a committee.

f. Members who abstain from voting might be asked why they voted in that manner on an item. According to Robert’s Rules of Order, members are not allowed to question the reason for a member’s vote. The Open Meetings Law requires us to record votes

VII. New Business

A motion was made to approve Professor Ekaterina Korobkova to fill the vacancy on the Faculty Elections Committee. The motion was seconded and approved unanimously.

The meeting was adjourned at 2:57 p.m.
December 18, 2015

To the Curriculum Committee:

On behalf of the criminal justice department, I am writing to request two related changes to the criminal justice BA. Based on our first three assessments of the major and following extensive internal discussion, we have decided to seek to eliminate the institutional analysis track of our Part Four capstone requirements. Our major is geared to preparing students to conduct original research and is thus more consistent with the research and writing capstone requirements than the internship track. We have also found from focus groups and student interviews that students in the research track are generally more satisfied with their experience in the major. This is general consistent with research which shows a positive correlation between student research experiences and retention. Also, demand for the internship track has been limited, and we have had difficulty meeting the enrollment minimums to run the required courses. For all of these reasons, we would like to eliminate track A. The following related changes would be required:

1) Eliminate “Track A” as an option under Part Four. It was thus no longer be necessary to have lettered tracks. CJBA 410 and 411 would be the sole required capstone sequence.

2) Delete CJBA 400 and 401 from the list of CJBA course offerings.

Please feel free to contact me with any questions.

Yours sincerely,

Evan J. Mandery
Criminal Justice (Crime Control and Prevention) – Bulletin Info w Change
Bachelor of Arts

The BA program in Criminal Justice views crime as a social problem and seeks to develop in its students the capacity to critically assess the normative structure of the existing criminal justice system with an aim to improving its condition and function. The emphasis of the major is on developing analytical skills, ethical reasoning, and a capacity for solving problems. It aspires to cultivate creative and original thinking about one of the most challenging social problems of our time.

Credits required. 42

Coordinator. Professor Evan Mandery, Department of Criminal Justice (212.237.8389, emandery@jjay.cuny.edu)

Baccalaureate/Master’s Program in Criminal Justice. Qualified undergraduate students may enter the Baccalaureate/Master’s Program and graduate with both a bachelor’s and a master’s degree in criminal justice. For additional information, contact Professor Jennifer Dysart, Department of Psychology (212.484.1160, bamadirector@jjay.cuny.edu).

Study abroad. Students in the College’s Study Abroad Program may use some of their study abroad credits to substitute for related courses in the major. With regard to particular courses, the student should consult with the coordinator for the major. For information about the College’s Study Abroad Program, contact Mr. Kenneth Yanes (212.484.1339, kyanes@jjay.cuny.edu).

Additional information. Students who enrolled for the first time at the College or changed to this major in September 2015 or thereafter must complete the major in the form presented in this bulletin. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the 2014-2015 Undergraduate Bulletin, available at http://johnjay.jjay.cuny.edu/bulletins/undergraduatebulletin20152016.pdf.

### PART ONE. Core Courses

<table>
<thead>
<tr>
<th>Required</th>
<th>Credit</th>
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<tbody>
<tr>
<td>CJBA 110</td>
<td>Introduction to Major Problems in Criminal Justice I</td>
</tr>
<tr>
<td>CJBA 111</td>
<td>Introduction to Major Problems in Criminal Justice II</td>
</tr>
<tr>
<td>CJBA 120</td>
<td>Dimensions of Justice</td>
</tr>
<tr>
<td>CJBA 210</td>
<td>Criminal Responsibility</td>
</tr>
<tr>
<td>CJBA 220</td>
<td>Race, Gender, Ethnicity, Crime and Justice</td>
</tr>
<tr>
<td>CJBA 230</td>
<td>Understanding Criminal Behavior</td>
</tr>
<tr>
<td>CJBA 250</td>
<td>Crime Prevention and Control</td>
</tr>
</tbody>
</table>
## PART TWO. Research Methods  
(Subtotal: 9)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CJBA 240</td>
<td>Quantitative Inquiry of Problems in Criminal Justice I</td>
<td>3</td>
</tr>
<tr>
<td>CJBA 241</td>
<td>Quantitative Inquiry of Problems in Criminal Justice II</td>
<td>3</td>
</tr>
<tr>
<td>CJBA 340</td>
<td>Research Methods in Criminal Justice</td>
<td>3</td>
</tr>
</tbody>
</table>

## PART THREE. Research Focus  
(Subtotal: 6)

**Note:** Prior to the start of their junior year, criminal justice BA majors will be required to submit, subject to approval by their advisor or the department chairperson, a plan of study which culminates in either an internship experience or an original research and writing project. Students may substitute as many as three credits for Part Three with courses outside of the departmental offerings, provided these courses support their research agenda and are consistent with the requirements of the capstone experience.

Select TWO of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJBA 361</td>
<td>Rights of the Accused</td>
<td>3</td>
</tr>
<tr>
<td>CJBA 363</td>
<td>Space, Crime and Place: Methods, Applications and Theory</td>
<td>3</td>
</tr>
<tr>
<td>CJBA 364</td>
<td>Death Penalty: Law and Policy</td>
<td>3</td>
</tr>
<tr>
<td>CJBA 365</td>
<td>Change and Innovation in Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJBA 380</td>
<td>Special Topics in Criminal Justice Research</td>
<td>3</td>
</tr>
<tr>
<td>CJBA 381</td>
<td>Special Topics in Criminal Justice Research</td>
<td>3</td>
</tr>
</tbody>
</table>

CJBA 380, CJBA 381: Required for students choosing Track B as their capstone option in Part Four.

## PART FOUR. Capstone Courses Options  
(Subtotal: 6)

**Track A. Institutional Analysis**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJBA 400</td>
<td>Criminal Justice Internship Experience</td>
<td>3</td>
</tr>
<tr>
<td>CJBA 401</td>
<td>Agency Analysis: Connecting Practice to Research</td>
<td>3</td>
</tr>
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</table>

**OR**

**Track B. Research and Writing**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJBA 410</td>
<td>Senior Thesis I</td>
<td>3</td>
</tr>
<tr>
<td>CJBA 411</td>
<td>Senior Thesis II</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL CREDIT HOURS: 42**
February 17, 2016

UCASC, John Jay College

Re: Curriculum Change in Economics

The Economics Department’s Curriculum Committee approved a change in our curriculum effective as soon as possible. We will no longer require STA 250, however, we are replacing it with the requirement of ECO 255, *Statistics for Economists*. The change was decided on for two reasons. The first being that ECO 255, will now be an integral part of our quantitative sequence within the major that includes ECO 105 (required), ECO 255 (required), and ECO 330 (elective). Secondly, we agreed that a more discipline statistics class was particularly needed in Economics given the dependence on it in our discipline. The more general STA 250 while an exceptional class, did not meet some of the specific needs and skills economists will use in their studies and in their future careers and/or graduate school.

Sincerely,

Catherine P. Mulder,
Department of Economics—Program Coordinator

Approved by UCASC, March 18, to College Council, April 20, 2016
To: UCASC  
From: John Staines, English Major Coordinator  
RE: Revision to the Prerequisites for the B.A. in English  
Date: 28 January 2016

Proposal to UCASC for a Revision to the B.A. in English

We would like to request UCASC’s approval to change the prerequisites for the B.A. in English, a change that the English Department Curriculum Committee approved on January 31, 2016.

Change to Prerequisites: The current prerequisites for the major include ENG 201 and any one of the following general education Literature courses: ISP 235, ISP 236, ISP 273, LIT 230, LIT 231, LIT 232, LIT 233, LIT 236, LIT 237. To this list of prerequisites we would like to add LIT 265 (Foundations of U.S. Latino/a Literature), LIT 239 (Science in the Making), LIT 326 (Crime, Punishment and Justice in U.S. Literature), and LIT 327 (Crime, Punishment and Justice in World Literature).

Rationale: The current prerequisite rule asks that majors first take one Gen Ed Literature course to qualify for the major, most of which are designated LIT 23X. Since both LIT 239 and LIT 265 are Gen Ed Lit courses (Scientific World and U.S. Experience in its Diversity, respectively), they meet that general rule. We are also adding 300-level gen ed literature courses (326, 327) so that transfer students who take these courses and decide to major in English have an efficient path.

The omission of LIT 239 from the list of prerequisites for the major was an oversight committed when this new course was created. Since all the other LIT 23X courses count as prerequisites, the intent of the English Department Curriculum Committee was always that this course would count as well.

The addition of LIT 265 does reflect a small expansion of the prerequisite from LIT 23X, but it follows the same general rule. LIT 265 has the same Learning Objectives of the currently required Gen Ed Lit prerequisites, and the course develops the skills necessary for LIT 260, the required gateway course to the major, including reading a text closely, identifying and analyzing some key elements and terms of literature, and writing critically. Adding LIT 265 to the prerequisites also has the benefit of encouraging more students to get experience reading US Latino/a literature and the diverse literary traditions of the US, building stronger ties between the English major and the Latino/a Literature minor.

New Bulletin Text for the B.A. in English:

Current Text:  
Prerequisites. ENG 201, and one general education Literature course: ISP 235, ISP 236, ISP 273, LIT 230, LIT 231, LIT 232, LIT 233, LIT 236, LIT 237

Approved by UCASC, March 18, to College Council, April 20, 2016
Revised Text:

**Prerequisites.** ENG 201, and one general education Literature course: ISP 235, ISP 236, ISP 273, LIT 230, LIT 231, LIT 232, LIT 233, LIT 236, LIT 237, **LIT 239, LIT 265, LIT 326, LIT 327**
Proposed Revision to Fire and Emergency Services (FES) Major (BA)

Background

The College’s original Fire Service Administration (B.A.) major was an outgrowth of the Fire Science (B.S.) program in the mid 1970’s, created to meet the management and promotion needs of the New York City Fire Department and other fire departments in the region.

Presciently, in the 1990’s, the program was expanded and renamed to Fire and Emergency Services (FES) to provide a foundation for the inclusion of the allied fields of emergency medical services and emergency management. The current program is described in Appendix A.

In the post-9/11 world, the reviews of responses to events including Hurricanes Katrina and Sandy, mass violence, and coordinated hostile acts have demonstrated the necessity of close linkage of emergency responders – particularly fire, emergency medical services, and the overarching coordination and planning role of emergency management. For example, caring for homebound public housing residents severely taxed the uniformed services in New York City after Sandy. Ultimately, close coordination of fire, EMS, and other services under the guidance of emergency management, led to emergent programs designed to realistically support the public following large-scale emergencies.

In addition, a spring 2015 external review of our self-study studied and ultimately supported revisions to our existing B.A. program. The revisions contained in this report reflect those found in the self-study as well as the comments made by the external evaluators. The SFEM Department curriculum committee fully supports these revisions.

Proposed Changes

1: Rename the degree program to “Emergency Services Administration.” Create a new course designation (Emergency Services Administration (ESA) to reflect the cross-discipline nature of new course offerings. Refer to Appendix B.

We propose to rename the current Fire and Emergency Services major to Emergency Services Administration (ESA). ESA provides a foundation in fire and emergency services, with related courses in management and administration. The major prepares students for careers in leadership in fire services, emergency management and administrative aspects of emergency medical services. Students select from one of the three specializations, supported by a common core that integrates fundamental principles of emergency services. A capstone course brings students from all three specializations for an integrative research project.

These proposed revisions to curriculum serve to fulfill the original objectives of broadening the program to address all major areas of fire and emergency services, and also to generally update the curriculum in light of developments in the field. Toward this end, we propose development of a series of new courses with a new designation of Emergency Services Administration (ESA), and revision to some existing offerings.
2: Change/convert the existing Bachelor of Arts program to a Bachelor of Science program.

BA to BS Rationale

When the original Fire Service Administration major was created, an incorrect decision was made to offer the program as a B.A. Under New York State regulations, B.A programs require 75% of the degree major courses be within the field of liberal arts, something that is not appropriate for this type of major.

As part of this program revision, it is proposed that the program be changed from a B.A. to a B.S in order to bring in in compliance with New York State regulations.

3. Curriculum Changes

Restructure the degree to reduce the number of credits in the multidisciplinary core, increase the number of credits in the specializations, and develop new and revised courses for each specialization.

Core Curriculum

The new core emphasizes a distinctive body of knowledge anchored in basic public administration, but reflecting the fundamental basic knowledge of emergency management and cross-cutting areas of risk management, responder protection, and incident management that both underlie and unite the distinct disciplines of fire services, emergency medical services, and emergency management.

Toward the goal of creating an integrated core to effectively prepare students interested in all three disciplines, we have decreased the number of core credits from 24 to 18. The reduction in credits will allow expansion of the specializations to include more content tailored to the specific disciplines.

The new core will carry over several courses from the existing core such as:

PAD 140 Introduction to Public Administration
FIS (ESA) 104 Risk Management (to be moved to ESA prefix)

To this base, we will add:

PAD 318 Decisions in Crises

And three new courses:

ESA 1XX Introduction to Emergency Management
ESA 2XX Responder Protection, Health, and Safety
ESA 3XX Emergency Incident Management

This new core will give students in each discipline a sound, common basis for exploration of more advanced, specialized material in the three specializations. Several existing core courses are being moved into the specializations.
Specializations

The existing specializations will be enhanced – with a slate of new courses being offered for the Emergency Medical Services Specialization, while new courses will augment existing offerings in the Fire and Emergency Service and Emergency Management specializations. These new offerings go into greater depth and address fundamental management knowledge in more context-specific settings. We have also decreased the number of credits in the core curriculum to allow greater depth in each of the specializations, which will increase from 9 credits to 15 credits each.

The intermediate managerial content formerly delivered in the core is now captured in discipline-specific offerings developed within each specialization. We have made considerable improvements in all three specializations. Most notably, several courses appear across all three specializations because they are so important, and interdisciplinary. The specializations were designed with sufficient flexibility to recognize the diverse backgrounds of students coming to the program, as well as to reinforce the interdisciplinary nature of emergency response.

There are three new courses that are common to each specialization.

1) We have added a course in geographic information systems for emergency services. This course will give students hands-on familiarity with GIS software, and enable them to undertake basic actions in this important analytic tool.

2) We also add a course in Dispatch and Communications. The importance of dispatch and communication is widely recognized, but does not get adequate attention in college curriculum. This course will be a path-breaking course that will provide background in key concepts, regulatory requirements, best practices, and emergent technologies such as social media and remote video, tailored to public safety dispatch personnel and those who will supervise or work with them.

3) Lastly, we have developed a course devoted to Large-Scale Disasters and Mass Casualty Incident Response.

Fire Service Specialization

The Fire and Emergency Services specialization is our long-standing focus of the program. Long-standing courses in management, building construction, we have added new curriculum in timely topics including emergency communications, incident management, and geographic information systems. These new courses (described previously) maintain the specialization on the cutting edge of thought on fire services administration.

In addition to the classes in the current specialization, this improved specialization will be enriched with the addition of four new classes – three of which are described above and are common to each specialization (ESA 2XX Emergency Dispatch and Communications; ESA 3XX Geographic Information Systems for Emergency Services; and ESA 3XX Large-Scale Disasters and Mass Casualty Incident Response.

To these common courses, we will add FIS 3XX Firefighting Strategy and Tactics. This course, formerly offered as an experimental course, will deal with theories of fire and emergency incident mitigation, and decision-making. Case studies and regulatory and emerging scientific
literature on safety and effectiveness will be used to convey an understanding and prepare students for roles as incident commanders.

We will also add FIS 303 Fire Investigation, an existing approved class (currently within the Fire Science major), as an option within the specialization.

**Emergency Medical Services Specialization**

The Emergency Medical Services specialization is entirely new. Previously, 9 credits were granted for possession of an Advanced Emergency Medical technician (Paramedic) certification. This “placeholder” is now being removed, with an emphasis on managerial curriculum for the large and underserved emergency medical services community.

This improved specialization will be enriched with the addition of four new classes – three of which are described above and are common to each specialization (ESA 2XX Emergency Dispatch and Communications; ESA 3XX Geographic Information Systems for Emergency Services; and ESA 3XX Large-Scale Disasters and Mass Casualty Incident Response.

We begin with a introductory course on emergency medical services (ESA 101). This new course will discuss the many types of systems used to deliver EMS, as well as the history of the field. This is particularly important given that the New York area has among the most complex EMS delivery structures in the nation, and these structures differ greatly between different jurisdictions.

We also add existing courses to the specialization: FIS 209 Analysis of Urban Hazardous Materials, Tactics, and Strategy; FIS 350 the retitled Management Applications in Fire and Emergency Services.

A new course in large-scale incident management and mass casualty response builds on our faculty strength to deliver a course that will offer students a realistic exposure to the concepts, challenges and techniques of managing large-scale events with multiple casualties.

An additional offering in hazardous materials (weapons of mass effect) rounds out this improved specialization.

**Emergency Management Specialization**

The Emergency Management specialization greatly enhances our existing specialization. The centrality of emergency management to all emergency services is recognized by placing the introductory course ESA 1XX Introduction to Emergency Management, into the core curriculum.

This improved specialization will be enriched with the addition of four new classes – three of which are described above and are common to each specialization (ESA 2XX Emergency Dispatch and Communications; ESA 3XX Geographic Information Systems for Emergency Services; and ESA 3XX Large-Scale Disasters and Mass Casualty Incident Response.

The Emergency Management Specialization is rounded out with new courses in dispatch and communications; Geographic Information Systems, and existing offerings in community hazard identification and mitigation and hazardous materials.
Existing courses in the specialization – FIS 209 Analysis of Urban Hazardous Materials, Tactics and Strategy; and FIS 319 Hazard Identification and Mitigation; will continue as part of the specialization.

**Capstone Course**

The capstone course (FIS 401) will be renamed as Seminar in Emergency Services Administration. The course will consist of a high-level research effort supported by a seminar format. The themes for this course will be integrative in nature, addressing the cross-disciplinary dimension of planning, preparing for, responding to, and recovering from complex emergencies including natural disasters, terrorist attacks, technological hazards, and public health events.

**Internship Course**

The major will permit students to take the internship (currently SEC 378) Security Management Internship (to be renamed as Security, Fire, and Emergency management Internship) for three credits as part of the curriculum. The internship will be offered as an elective within each specialization of the Major.

Refer to Appendix C for a tabular presentation of changes. Appendices D presents new and revised course descriptions.

**Issues of Ethics**

The current BA FES major incorporates ethical concerns as well as issues of waste, fraud, and abuse. For example, FIS 350 (Management Applications in the Fire Service) contains lengthy discussions of fire department hiring and promotion practices while FIS 401 (Seminar in Fire Protection Problems) incorporates issues of resource deployment in the context of social equity and disparate outcomes concerns.

It is proposed that the new emergency management and emergency medical services courses include similar topical material. For example, ESA 3XX (Large-Scale Disasters and Mass Casualty Incident Response) will include case studies such as Hurricane Katrina, which can be explored in terms of the failed evacuation/shelter/food response and the levee failure in terms of waste/fraud/abuse on the part of the Federal government. A specific learning outcome, using this example, could be: *The student shall be capable of identifying gaps between levels of government response in a disaster and suggest ways to fill the basic needs of the affected citizenry.*
Appendix A—Current Catalog Description – BA in Fire & Emergency Service

The major in Fire and Emergency Service provides a foundation in fire and emergency services, with related courses in management and administration. The major prepares students for careers in fire services, emergency management and administrative aspects of emergency medical services.

Learning Outcomes. Students will:

- Identify and test the core mechanisms of fire and emergency services administration in both the public and private sector, including the organization and management of human and financial resources;
- Categorize and catalog fire and emergency services and evaluate in light of public, legal and legislative policy;
- Design and construct a fire and emergency plan and adopt policies which serve the common good and diverse constituencies;
- Analyze specific situations relevant to fire and emergency services and apply and evaluate response;
- Compose and compile data, documents and reports as well as other operational materials essential to agency mission and purpose.

Credits required: 33

PART ONE. CORE COURSES Subtotal: 24 credits

Required

FIS 101 Introduction to Fire Science
FIS 104 Risk Management
FIS 350 Management Applications in Fire Protection
FIS 401 Seminar in Fire Protection Problems
PAD 140 Introduction to Public Administration (formerly PAD 240)
PAD 241 Information in Public Management
PAD 343 Administration of Financial Resources
PAD 346 Human Resource Administration

PART TWO. SPECIALIZATION REQUIREMENTS Subtotal: 9 credits

Select one specialization and complete 3 courses

Fire Service

FIS 209 Analysis of Urban Hazardous Materials, Tactics and Strategy
FIS 210 Fire Safety Administration
FIS 230 Building Construction and Life Safety Systems I
Emergency Medical Services
Students must have taken and passed the New York State Department of Health certification examination for the AEMT-IV paramedic (or an equivalent certification from another jurisdiction as determined by the Program Coordinator). Nine transfer credits will be applied toward this specialization.

Emergency Management

FIS 209 Analysis of Urban Hazardous Materials, Tactics and Strategy
FIS 319 Hazard Identification and Mitigation
SEC 101 Introduction to Security

Total: 33 credits
Appendix B — Proposed Catalog Description – BS in Emergency Services Administration

The major in Emergency Services Administration (ESA) provides a foundation in fire and emergency services, with related courses in management and administration. The major prepares students for careers in leadership in fire services, emergency management and administrative aspects of emergency medical services. Students select from one of the three specializations, supported by a common core that integrates fundamental principles of emergency services. A capstone course brings students from all three specializations for an integrative research project.

Learning Outcomes. Students will:

- Identify and test the core mechanisms of emergency services administration in both the public, non-profit, and private sector; including the organization, training, and management of human and financial resources;
- Categorize and catalog emergency services and evaluate in light of public, legal and legislative policy;
- Design and construct emergency services plans and adopt policies consistent with professional standards which serve the common good and diverse constituencies;
- Analyze specific situations relevant to emergency services and apply and evaluate appropriate responses;
- Compose and compile data, documents and reports as well as other operational materials essential to agency mission and purpose.

Credits required: 33

Additional information. Students who enrolled at the College for the first time or changed to this major in September 2016 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. The earlier version may be obtained in the 2015-16 Undergraduate Bulletin.

PART ONE. CORE COURSES Subtotal: 18 credits
Required

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ESA 1XX</td>
<td>Introduction to Emergency Management</td>
</tr>
<tr>
<td>FIS 104</td>
<td>Risk Management (will be moved to ESA prefix)</td>
</tr>
<tr>
<td>PAD 140</td>
<td>Introduction to Public Administration</td>
</tr>
<tr>
<td>ESA 2XX</td>
<td>Responder Health, Protection, and Safety</td>
</tr>
<tr>
<td>ESA 3XX</td>
<td>Emergency Incident Management</td>
</tr>
<tr>
<td>PAD 318</td>
<td>Decisions in Crises</td>
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</tbody>
</table>

PART TWO. SPECIALIZATION REQUIREMENTS Subtotal: 15 credits
Select one specialization and complete five courses

Fire Service
<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>FIS 101</td>
<td>Introduction to Fire Science</td>
</tr>
<tr>
<td>FIS 209</td>
<td>Analysis of Urban Hazardous Materials, Tactics and Strategy</td>
</tr>
<tr>
<td>FIS 210</td>
<td>Fire Safety Administration</td>
</tr>
<tr>
<td>FIS 230</td>
<td>Building Construction and Life Safety Systems I</td>
</tr>
<tr>
<td>FIS 303</td>
<td>Fire Investigation</td>
</tr>
<tr>
<td>FIS 319</td>
<td>Hazard Identification and Mitigation</td>
</tr>
<tr>
<td>FIS 350</td>
<td>Management Applications in Fire and Emergency Services (new title)</td>
</tr>
<tr>
<td>FIS 3XX</td>
<td>Firefighting Strategy and Tactics</td>
</tr>
<tr>
<td>ESA 2XX</td>
<td>Emergency Dispatch and Communications</td>
</tr>
<tr>
<td>ESA 3XX</td>
<td>Geographic Information Systems for Emergency Services</td>
</tr>
<tr>
<td>ESA 3XX</td>
<td>Large-Scale Disasters and Mass Casualty Incident Response</td>
</tr>
<tr>
<td>SEC 378</td>
<td>Internship in Security, Fire, and Emergency Management (revised title)</td>
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**Emergency Medical Services**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ESA 1XX</td>
<td>Introduction to Emergency Medical Services</td>
</tr>
<tr>
<td>ESA 2XX</td>
<td>Emergency Dispatch and Communications</td>
</tr>
<tr>
<td>ESA 3XX</td>
<td>Geographic Information Systems for Emergency Services</td>
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<tr>
<td>ESA 3XX</td>
<td>Large-Scale Disasters and Mass Casualty Incident Response</td>
</tr>
<tr>
<td>FIS 209</td>
<td>Analysis of Urban Hazardous Materials, Tactics and Strategy</td>
</tr>
<tr>
<td>FIS 350</td>
<td>Management Applications in Fire and Emergency Services (new title)</td>
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<tr>
<td>SEC 378</td>
<td>Internship in Security, Fire, and Emergency Management (revised title)</td>
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**Emergency Management**

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<thead>
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<tbody>
<tr>
<td>FIS (ESA) 209</td>
<td>Analysis of Urban Hazardous Materials, Tactics and Strategy</td>
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<tr>
<td>FIS (ESA) 319</td>
<td>Hazard Identification and Mitigation</td>
</tr>
<tr>
<td>ESA 3XX</td>
<td>Large-Scale Disasters and Mass Casualty Incident Response</td>
</tr>
<tr>
<td>ESA 2XX</td>
<td>Emergency Dispatch and Communications</td>
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<tr>
<td>ESA 3XX</td>
<td>Geographic Information Systems for Emergency Services</td>
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<tr>
<td>SEC 378</td>
<td>Internship in Security, Fire, and Emergency Management (revised title)</td>
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**PART THREE. CAPSTONE REQUIREMENT**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>FIS (ESA) 401</td>
<td>Seminar in Emergency Services Administration</td>
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Subtotal: 3 credits

Total: 33 credits
Appendix C – Tabular Summary of Course Changes (New Courses Indicated in **bold**.)

<table>
<thead>
<tr>
<th>Component</th>
<th>Existing</th>
<th>Proposed</th>
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<tr>
<td>Core</td>
<td><strong>FIS 101 Introduction to Fire Science</strong></td>
<td><strong>ESA 1XX Introduction to Emergency Management</strong></td>
</tr>
<tr>
<td></td>
<td><strong>FIS 104 Risk Management</strong></td>
<td><strong>FIS (ESA) 104 Risk Management</strong></td>
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<td><strong>FIS 350 Management Applications in Fire Protection</strong></td>
<td><strong>PAD 140 Introduction to Public Administration</strong></td>
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<td><strong>FIS 401 Seminar in Fire Protection Problems</strong></td>
<td><strong>ESA 2XX Responder Health, Protection, &amp; Safety</strong></td>
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<td><strong>PAD 140 Introduction to Public Administration</strong></td>
<td><strong>ESA 3XX Emergency Incident Management</strong></td>
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<td><strong>PAD 241 Information in Public Management</strong></td>
<td><strong>PAD 318 Decisions in Crises</strong></td>
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<td><strong>PAD 343 Administration of Financial Resources</strong></td>
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<td></td>
<td><strong>PAD 346 Human Resource Administration.</strong></td>
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<td>Fire Service Specialization</td>
<td><strong>FIS 209 Analysis of Urban Hazardous Materials, Tactics &amp; Strategy</strong></td>
<td><strong>FIS 101 Introduction to Fire Science</strong></td>
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<td><strong>FIS 210 Fire Safety Administration</strong></td>
<td><strong>FIS 209 Analysis of Urban Hazardous Materials, Tactics &amp; Strategy</strong></td>
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<td><strong>FIS 230 Building Construction and Life Safety Systems I</strong></td>
<td><strong>FIS 210 Fire Safety Administration</strong></td>
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<td><strong>FIS 303 Fire Investigation</strong></td>
<td><strong>FIS 230 Building Construction&amp; Life Safety Systems I</strong></td>
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<td></td>
<td><strong>FIS 319 Hazard Identification &amp; Mitigation</strong></td>
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<tr>
<td></td>
<td><strong>FIS 350 Management Applications in Fire &amp; Emergency Services (new title)</strong></td>
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<td></td>
<td><strong>ESA 2XX Emergency Dispatch &amp; Communications</strong></td>
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<td><strong>ESA 3XX Geographic Information Systems for Emergency Services</strong></td>
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<td><strong>ESA 3XX Large-Scale Disasters &amp; Mass Casualty Incident Response</strong></td>
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<td></td>
<td><strong>FIS 3XX Firefighting Strategy &amp; Tactics</strong></td>
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<tr>
<td></td>
<td><strong>SEC 378 Internship in Security, Fire, and Emergency Management (new title)</strong></td>
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<tr>
<td>EMS Specialization</td>
<td><strong>Required NYS Paramedic certification.</strong></td>
<td><strong>ESA 1XX Introduction to Emergency Medical Services</strong></td>
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Approved by UCASC, March 18, to College Council, April 20, 2016
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<td>FIS 319 Hazard Identification and Mitigation</td>
<td>ESA 319 Hazard Identification &amp; Mitigation</td>
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<td>SEC 101 Introduction to Security</td>
<td>ESA 3XX Large-Scale Disasters &amp; Mass Casualty Incident Response</td>
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<tr>
<td>Capstone</td>
<td>FIS 401 Seminar in Fire Protection Problems</td>
<td>ESA 401 Seminar in Emergency Services Administration</td>
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<td>ESA 2XX Emergency Dispatch &amp; Communications</td>
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<td></td>
<td>ESA 3XX Geographic Information Systems for Emergency Services</td>
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<td></td>
<td>FIS 350 Management Applications in Fire &amp; Emergency Services</td>
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Appendix D – New & Revised Course Descriptions

ESA 1XX – Introduction to Emergency Management

This course is intended to serve as an introduction to the topic of emergency management, with an emphasis on defining governmental structures, public-private and community perspectives, and federal disaster-related doctrine. The course will emphasize the topic from the perspective of public emergency services, and distinguish emergency management from day-to-day operational organization and decision making.

ESA 1XX – Introduction to Emergency Medical Services

This course will begin with the historical origins of emergency medical services in the United States, and discuss the various roles and training levels used in delivery of services as a component of the health system. The various organizational forms for EMS delivery, transport models, medical oversight, community engagement, financial issues, regulatory requirements and performance monitoring and reporting.

ESA 2XX – Responder Health, Protection, and Safety

Surveys occupational safety and health for emergency services and public safety. This course explores the relationship of workers to their environment -- how it affects their physical health and protective measures to improve health and improve the workplace environment. The course is designed to acquaint the student with the scientific and technical foundations of the field, and examines both the practice of environmental health and the problems which are addressed by the public safety organizations and workers. Sociological and organizational aspects of environmental health and safety in “routine” and “disaster” operations will also be discussed. Psychological stressors and wellness will also be included in this course.

ESA 2XX – Emergency Dispatch and Communications

This course introduced fundamental concepts of communication theory, and builds upon them to develop an understanding of public safety and emergency response communications systems. The course will include technologies used in emergency communications, analysis of organization and management of critical communications, 9-1-1, and dispatch functions, technologies currently used in deployment, as well as organizational, management, and operational considerations of public safety communications management. The course will include reference to ongoing challenges including quality assurance, channel management, multi-agency coordination, and new technologies for incident management and real-time data acquisition.

ESA 3XX – Emergency Incident Management (new title)

This course describes the history, features, principles, and organizational structure of the Incident Command System (ICS) and National Incident Management System (NIMS), as well as the relationship between these two systems in the context of large scale emergencies and disasters. Case studies of actual incidents are used to illustrate how such management structures are created and utilized.

ESA 3XX – Geographic Information Systems for Emergency Services
This course provides an introduction to geographic information systems (GIS) from an applied perspective. The role of GIS in all five phases of emergency management and to public safety emergency response will be emphasized. Students will gain basic competency in use of GIS and application of standard techniques to problems in emergency management and public safety. Students will demonstrate the ability to conceptualize and design GIS projects. The importance of geographic reasoning will be applied to tactical challenges in public safety and emergency management planning.

ESA 3XX – Large Scale Disasters and Mass Casualty Incident Response

This course addresses the unique challenges of disasters and other large-scale events that involve mass casualties. The course will address emergency medical services, public health, mortuary, and emergency services issues in these events. The course will include reference to cases such as public health and terrorist events. Special concerns with chemical, biological, radiological, or nuclear contamination of involvement, as well as techniques for addressing these concerns will be included.

FIS 3XX – Firefighting Strategy and Tactics

This course develops principles of strategic control of complex fire and emergency incidents in the urban environment. The course includes a review of best practices for managing incidents in high-challenge structures and including high-rise buildings, subways, pipelines, tunnels, large and specialized buildings, and hazardous materials storage, conveyance, or contaminated environments. Emphasizes incident management considerations, safety, and effectiveness. Includes Incident command and personnel protective equipment considerations.

Revisions to Existing Courses

FIS 350 – Management Applications in Fire and Emergency Services (new title and description)

Theory and practice of public management applied to emergency services administration. Critical examination of organizational structure and command, personnel development and management, budgeting and fiscal management, and performance management systems and techniques within the context of contemporary fire and emergency services management. Assessment of policy development and advocacy by fire protection administrators in the public and private sector. This course emphasizes the fire services' role in comprehensive management of the community fire and emergency service problem.

ESA 401 – Seminar in Emergency Services Administration (new title and description)

A capstone course intended to synthesize the cumulative learning in the three specializations within the emergency services administration degree – fire services, emergency management, and emergency medical services. Intended to mirror the interdisciplinary core curriculum, the capstone class uses interdisciplinary problems drawn from perspectives of each specialization to foster integration of lessons across the discipline. The emphasis of the class is developing an applied research paper or project to demonstrate competence in the field of study.
January 27, 2016

To: UCASC

From: Silvia Dapia, Chair of Modern Languages and Literatures

Re: Changes to the Spanish Minor

The Department of Modern Languages and Literatures proposes to modify the Spanish Minor by making several changes, which were approved by the Department Curriculum Committee on January 26, 2016. The proposed changes arise from our ongoing discussions of our assessment results and our attempt to address the assessment data that we received.

1. We are expanding the rationale section and slightly changing the description.
   
   Rationale: The proposed description and rationale are more specific about the potential benefits of the Minor.

2. We are changing the requirements of the Spanish Minor in Part One: Required Courses
   
   SPA 201 – Intermediate Spanish I; SPA 202 – Intermediate Spanish II; SPA 211 – Intermediate Spanish I for Heritage Students; and SPA 212 – Intermediate Spanish II for Heritage Student will no longer be required although they will count toward the minor. They are being replaced by SPA 215 – Conversation and Composition in Spanish.
   
   Rationale: The proposed change is motivated by the need to ensure increased accuracy in the writing skills of our Spanish minor students. Although students may apply SPA 201/211 and SPA 202/212 toward the minor in Spanish, the addition of SPA 215 as a requirement is necessary to assure that students are well-equipped to fulfill the writing requirements of 300-level courses.

3. We are changing the requirements of the Spanish Minor in Part Two: Electives
   
   a. We are increasing the number of electives.
      
      Rationale: Because we reduced the number of required courses in Part One, we increased the number of electives in Part Two.

   b. We are updating the list of electives and canceled the current division between a literature-culture list of courses and a translation-interpretation list.
      
      Rationale: The current division suggests that there are two “tracks” within the Spanish minor: a literature-culture track and an interpretation-translation track. This suggestion runs counter to the broadly conceived nature of the minor, which should allow students explore the field through a more diverse approach. In addition, students who are interested in translating and interpreting can now pursue the certificates.

4. We are specifying the courses in the minor (SPA 201/211 and SPA 202/212) to which students may apply the Spanish Literature and Culture AP Exam

Approved by UCASC, Feb 19, to College Council, April 20, 2016
Students have the possibility of receiving 6 credits for SPA 201/211 and SPA 202/212 for earning a score of four or better on the Spanish Literature and Culture Advanced Placement Examination taken in high school. These credits can be applied toward the minor in Spanish.

**Rationale:** This change reflects current policy.

5. We are updating the name of the Minor coordinator.

Attachments:

- Proposed Changes to Spanish Minor
- Current Spanish Minor
Proposed Spanish Minor

Description
The status of Spanish as the second most spoken language on earth, together with the impact of globalization on the career opportunity landscape, argues strongly for the potential value of the study of Spanish as a second field of specialization. The Spanish Minor is primarily designed to develop linguistic, cultural and literary competence in Spanish by exploring literary texts, films, and cultural productions in Spain and Latin America through reading, writing, and research conducted in Spanish.

Rationale
In the age of globalization mastery of a second language and culture provides students with valuable and necessary skills and a clear competitive edge in virtually any given occupational field. The State Department, for example, is placing increased emphasis on language knowledge in a wide range of federal government fields, including positions in the: Foreign Services, International Communication Agency, National Security Agency, Federal Bureau of Investigation, Immigration and Naturalization Services, Bureau of Narcotics, Department of Treasury, Foreign Claims Settlement Commission, Office of Economic Opportunity, and all levels of government in areas serving a large immigrant population. Similarly, job prospects in areas such as social service (law enforcement, welfare, health services, nursing, vocational counselor, case worker), arts, media and entertainment (advertising, journalism/broadcasting, publishing/editing), or in banking and financial services should be best for those who have professional certification in a foreign language. Minoring in Spanish makes you stand out in the increasingly competitive job market and in the admission process to top-rated graduate and professional schools.

Credits required: 18

Minor Advisor: Professor María Julia Rossi, Department of Modern Languages (212.237.8716, mrossi@jjay.cuny.edu).

MINOR REQUIREMENTS
To complete the minor students must take 18 credits (six courses) in Spanish language, literature, culture and/or translation beginning at the 200-level. The 18 credits (six courses) must include:

PART ONE. REQUIRED COURSES
Subtotal: 6 credits
SPA 215 – Conversation and Composition in Spanish
SPA 401 – Contemporary Issues in Hispanic Literature

PART TWO. ELECTIVES*
Subtotal: 12 credits
6 credits (2 courses) at the 200-level, which can be chosen from:
SPA 201 – Intermediate Spanish I
SPA 202 – Intermediate Spanish II
SPA 211 – Intermediate Spanish I for Heritage Students
SPA 212 – Intermediate Spanish II for Heritage Students
SPA 230 – Translating I
SPA 231 – Interpreting I
SPA 250 – Spanish for Criminal Justice
SPA 255 – Spanish for the Professional
6 credits (2 courses) at the 300-level, which can be chosen from:
SPA 309 – The Theme of Justice in 20th Century Spanish Literature
SPA 320 – Latin–American Theatre Taller de Teatro/Theatre Workshop
SPA 321 – Spanish Literature I
SPA 322 – Spanish Literature II
SPA 331 – Latin–American Literature I
SPA 332 – Latin–American Literature II
SPA 336 – Themes of Justice in Latin American Literature and Film
SPA 351 – Gay, Lesbian and Transgender Issues in Spanish Literature and Film
SPA 354 – Hispanic Film
SPA 357 – Violence Against Women in the Spanish–Speaking World
SPA 359 – African Legacy in Latin America Literature and Film
SPA 380 – Advanced Selected Topics in Spanish

*This list of electives is not exclusive. Other departmental courses taught in the Spanish language may be used with the approval of the department chair.

Notes
- Students have the possibility of receiving 6 credits for SPA 201/211 and SPA 202/212 for earning a score of four or better on the Spanish Literature and Culture Advanced Placement Examination taken in high school. These credits can be applied towards the minor in Spanish.
- A higher level course can be substituted for a lower level course but not vice versa. For example, Spanish 332 can be substituted for Spanish 250.
- All courses used for the minor must be taught primarily in the Spanish language
- A maximum of two courses can overlap with a student’s minor, other major or certificate.
Spanish Minor (Current form)

Description. The Spanish minor is designed to make students proficient in spoken and written Spanish through language and literature courses that also present a cultural and psychological understanding of the Spanish diaspora. An example of this is Spanish 212, an intermediate course in grammar and conversation, taught with the use of film and literature in which themes such as immigration, justice, nationalism, gender issues, prejudice, personal relationships and the importance of family are explored and discussed.

Rationale. In today’s global society, it is of paramount importance for students to study foreign languages and cultures. If a student earns a minor in Spanish, one of the five most important languages in the world, they will be better prepared to compete in whatever major field of study they are pursuing at John Jay College. Agencies such as the FBI, CIA, DEA, U.S. Customs Service, and the Immigration and Naturalization Service give preference and a higher salary to those who can communicate in a foreign language. Minoring in a foreign language will assist students in becoming qualified to attain these positions.

Minor coordinator. Professor Silvia Dapia, Department of Foreign Languages and Literatures  
(646.557.4415, sdapia@jjay.cuny.edu)

Requirements. To complete the minor students must take 18 credits (six courses) in Spanish language, literature and/or translation beginning at the 200-level. At least three 200-level courses, two 300-level courses, and one 400-level course must be taken. Students should consult a minor coordinator for courses that are not available during a particular semester. A maximum of two courses can overlap with a student's major, other minor or program.

Note. A higher level course can be substituted for a lower level course but not vice versa. For example, Spanish 320 can be substituted for Spanish 250.

Students have the possibility of receiving 3-6 credits for earning a score of four or better on the Spanish Language and/or Literature Advanced Placement Examination taken in high school. These credits can be applied towards the minor in Spanish.

PART ONE. REQUIRED COURSES. Subtotal: 9 credits

Required Courses for Non-Heritage Speakers

SPA 201-SPA 202 Intermediate Spanish I and II
SPA 401 Contemporary Issues in Hispanic Literature

Required Courses for Heritage Speakers

SPA 211-SPA 212 Intermediate Spanish I and II for Heritage Students
SPA 401 Contemporary Issues in Hispanic Literature

PART TWO. ELECTIVES. Subtotal: 9 credits

Select three:
Literature
SPA 320 Latin American Theatre: Taller de Teatro/Theatre Workshop
SPA 321 Introduction to Spanish Literature I
SPA 322 Introduction to Spanish Literature II
SPA 331 Introduction to Latin-American Literature I
SPA 332 Introduction to Latin-American Literature II

Legal and Translation/Interpretation
SPA 230 Translating I
SPA 231 Interpreting I
SPA 250 Spanish for Criminal Investigation
SPA 330 Translating II
SPA 333 Interpreting II
SPA 340 Legal Interpreting I

Total: 18 credits
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted 17 Oct 2015

When completed, email the proposal form in one file attachment for UCASC consideration and scheduling to kkilloran@jjay.cuny.edu.

1. a. Department(s) or program(s) proposing this course: Art & Music

   b. Name and contact information of proposer(s): Lisa Farrington

      Email address(es): lfarrington@jjay.cuny.edu
      Phone number(s): 212-237-8329/49, mobile: 917-951-2914

2. a. Title of the course: African American Art: A Visual and Cultural History

   b. Short title (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst schedule): African American Art

   c. Level of this course: ___100 Level ___200 Level ___300 Level ___400 Level

   Please provide a brief rationale for why the course is at the level:

   This course will build on the visual analysis skills learned by students in a required pre-requisite course, in order to engage in a more focused study of African American art history and visual culture. While lower level art courses require a textbook only, this course will require readings of scholarly essays and draw on artists’ biographies, which present more in-depth study of the topic and draw on a wider range of visual analysis methodologies. Students will be presented with formal, iconographic (including racial iconography), sociopolitical, biographical, historical, and revisionist approaches to the subject matter. Course assignments will require students to improve upon and add to those skills learned at the 100-level, in particular research, writing, debating, and oral presentation skills. In the completion of their course work, students will choose specific topics of research with the approval and supervision of the instructor.

   d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): ART

3. Rationale for the course (will be submitted to CUNY in the Chancellor’s Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

Approved by UCASC, Dec 18, to College Council, Feb 11, 2015
As the Department of Art & Music moves toward the submission of an art major, we are developing a curricular program that includes advanced coursework. The proposed course will aid in this initiative by providing students, both majors and non-majors, with the opportunity to study in-depth art created by African-Americans, a significant area of art historical study. At present, the college offers only one course in the subject on women artists exclusively which, while valuable, focuses on feminist revisionism and does not provide for the scope of methodological approaches and art historical discourse offered in this course.

4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

This course examines African American artists and art since colonialism, as a means to gain insight into the American experience. Key to content is the means artists used to create art despite socioeconomic oppression. Methods of art analysis include biography (analyzing art using facts from the artist’s life), contextual analysis (considering socio-politics, economics, and race in the meaning of art), and semiotics (identifying universal meaning in art). Among the styles and periods covered are slave crafts, Harlem Renaissance art, Social Realism, the Black Arts Movement, Post Black Art, Afrofuturism as well as photography and architecture.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 201 as prerequisites):

ENG 101 and an art course or permission of the instructor.

6. Number of:
   a. Class hours  
   b. Lab hours  
   c. Credits    

7. Has this course been taught on an experimental basis?

   X No    Y Yes. If yes, then please provide:

   a. Semester(s) and year(s):
   b. Teacher(s):
   c. Enrollment(s):
   d. Prerequisites(s):

8. **Learning Outcomes** (List three to five only). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?

Approved by UCASC, Dec 18, to College Council, Feb 11, 2015
STUDENT LEARNING OBJECTIVES—FLEXIBLE CORE:
i. **Gather**, interpret, and assess various aspects of African American art from a variety of sources and points of view. These goals are achieved through reading, writing and research assignments, and in-class PowerPoint image analyses.

ii. **Evaluate** evidence (the works of art) and arguments (primary and secondary source readings concerning artistic choices, racial obstacles to success, intra-racial bickering over black subject matter, whether or not race should be an issue at all in art-making) critically or analytically.

iii. **Produce** well-reasoned written or oral arguments using evidence to support conclusions in oral presentations, research projects and in-class responses to assigned discussion topics.

STUDENT LEARNING OBJECTIVES—U.S. Experience in Diversity

iv. **Identify** and apply the fundamental concepts and methods of visual analysis, from formal and iconographic analysis to historical, semiotic, and contextual, to explore the U.S. experience in its diversity. This goal is achieved through readings, lectures and image analysis assignments.

v. **Analyze** and explain one or more major themes of U.S. history from more than one informed perspective. Students will choose topics from key periods in African American art history to research and present, including but not limited to the ages of slavery and craft art, Post-Reconstruction and Jim Crow imagery, the Harlem Renaissance and portrayals of the “New Negro”, the Depression and WPA art valorizing the working man, Abstraction, Civil Rights and the Black Arts Movement, alleged “Post-Black” art that expresses race as a fluid rather than fixed concept.

vi. **Evaluate** how indigenous populations, slavery, or immigration shaped the development of the United States. The course begins with an in-depth examination of the history and relationship of slave crafts (textile design, quilting, building, pottery, instrument and furniture design) and slave labor on the evolution of American crafts industries; and the infusion of African-derived design and leitmotifs into the fabric of American culture as a result of slavery.

9. Will this course be part of any major(s), minor(s) or program(s)?

   _____ No       _____ Yes

   If yes, indicate major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)

Art Minor. Please note that the course is intended to also be a crucial part of a planned Art major, which the department is currently developing.

10a. Will this course be part of JJ’s **general education program**? (remember to fill out the CUNY Common Core Form if part of Required or Flexible Core or the JJ’s College Option form)

   No _____ Yes ____ X If yes, please indicate the area:

Flexible Core:
10b. **Please explain why this course should be part of the selected area.**

Please see the list of Flexible Core learning goals and their relationships to the course content above in item 8.

10c. If yes, frequency and number of sections to be offered for General Education:

Spring semester  One section

11. **How will you assess student learning?**

Students will be assessed on a research project (20%), oral presentation (20%), 4 monthly assignments (20%), and class participation, including their ability to respond to questions on weekly readings (20%)

12. Did you meet with a librarian to discuss library resources for the course?

Yes  X  No

- If yes, please state the librarian’s name  Ellen Belcher
- Are there adequate resources in the library to support students’ work in the course  Yes  X  No

- Will your students be expected to use any of the following library resources? Check all that apply.

  - The library catalog, CUNY+  X
  - EBSCOhost Academic Search Complete  X
  - Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)
  - LexisNexis Universe
  - Criminal Justice Abstracts
  - PsycINFO
  - Sociological Abstracts
  - JSTOR  X
  - SCOPUS

Other (please name) ____________________________
13. **Syllabus**

Attach a sample syllabus for this course, based on the College’s model syllabus, found at [http://www.jjay.cuny.edu/ModelSyllabus.pdf](http://www.jjay.cuny.edu/ModelSyllabus.pdf) - See syllabus template available in the Faculty eHandbook at: [http://resources.jjay.cuny.edu/ehandbook/planning.php](http://resources.jjay.cuny.edu/ehandbook/planning.php)

14. Date of **Department curriculum committee** approval ______ Oct 2015 ____________

15. **Faculty** - Who will be assigned to teach this course? ___Lisa Farrington ____________

16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?

   _X_ No  
   ___Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?

   _X_ Not applicable  
   ___No  
   ___Yes. If yes, give a short summary of the consultation process and results.

18. Will any course be **withdrawn**, if this course is approved?

   _X_ No  
   ___Yes. If yes, number and name of course(s) to be withdrawn.

19. **Approvals:**

   _Prof. Roberto Visani_  
   Chair, Art and Music Department
# CUNY Common Core

## Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 hours unless the college is seeking a waiver for a 4-credit Math or Science course (after having secured approval for sufficient 3-credit/3-hour Math and Science courses). All standard governance procedures for course approval remain in place.

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay College of Criminal Justice of the City University of New York</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>Art 2XX</td>
</tr>
<tr>
<td>Course Title</td>
<td>African American Art: A Visual &amp; Cultural History</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Art and Music</td>
</tr>
<tr>
<td>Discipline</td>
<td>Art History</td>
</tr>
<tr>
<td>Subject Area</td>
<td>U.S. Experience in Diversity</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3.0</td>
</tr>
<tr>
<td>Pre-requisites</td>
<td>ENG 101; and any Art course or permission of the instructor</td>
</tr>
<tr>
<td>Mode of Instruction</td>
<td>Select only one:</td>
</tr>
<tr>
<td></td>
<td>X In-person</td>
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<tr>
<td></td>
<td>Hybrid</td>
</tr>
<tr>
<td></td>
<td>Fully on-line</td>
</tr>
<tr>
<td>Course Attribute</td>
<td>Select from the following:</td>
</tr>
<tr>
<td></td>
<td>Freshman Seminar</td>
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<tr>
<td></td>
<td>Honors College</td>
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<td></td>
<td>Quantitative Reasoning</td>
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<td></td>
<td>Writing Intensive</td>
</tr>
<tr>
<td></td>
<td>X Other (specify): __________________________________________________________________________</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course examines African American artists and art since colonialism, as a means to gain insight into the American experience. Key to content is the means artists used to create art despite socioeconomic oppression. Methods of art analysis include biography (analyzing art using facts from the artist’s life), contextual analysis (considering socio-politics, economics, and race in the meaning of art), and semiotics (identifying universal meaning in art). Among the styles and periods covered are slave crafts, Harlem Renaissance art, Social Realism, the Black Arts Movement, Post Black Art, Afrofuturism as well as photography and architecture.</td>
</tr>
<tr>
<td>Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max</td>
</tr>
</tbody>
</table>

Indicate the status of this course being nominated:

- [ ] current course
- [ ] revision of current course
- [✓] a new course being proposed

## CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

<table>
<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>World Cultures and Global Issues</td>
</tr>
<tr>
<td>Mathematical and Quantitative Reasoning</td>
<td>Individual and Society</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>XX US Experience in its Diversity</td>
</tr>
<tr>
<td>XX US Experience in its Diversity</td>
<td>Scientific World</td>
</tr>
<tr>
<td>Creative Expression</td>
<td></td>
</tr>
</tbody>
</table>

**Learning Outcomes**

In the left column explain the assignments and course attributes that will address the learning outcomes in the right column.

### II. Flexible Core (18 credits)

- Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

### B. U.S. Experience in its Diversity

- A Flexible Core course must meet the three learning outcomes in the right column.
Students will demonstrate the ability to gather, interpret, and assess information by creating an annotated bibliography of scholarly books and articles relating to an African American artist or theme. Students will research scholarly books and articles using university web and library resources, as detailed in the annotated bibliography assignment in the syllabus. Students will be required to analyze this data and summarize and critique it, presenting it to the class in an oral presentation at the close of the semester, also detailed in the syllabus.

- Gather, interpret, and assess information from a variety of sources and points of view.

Students will demonstrate the ability to evaluate evidence and arguments critically by writing monthly art critiques and analyses, and in focused weekly discussions and debates on relevant topics, as detailed in the syllabus. They will also formulate arguments connecting art works to African-American art history and culture in their required end-semester oral presentation.

- Evaluate evidence and arguments critically or analytically.

Students will demonstrate the ability to produce well-reasoned and defended arguments in their research-based oral presentations and in the written and oral arguments in their weekly debates and discussions, and in monthly written critical and theoretical assignments.

- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:

Students will demonstrate the ability to identify and apply the fundamental concepts and methods of art history in the context of the creative and sociopolitical history of African American art and visual culture. They will do so in response to questions posed during in-class debates and discussions and in written assignments that require students to specifically address formal and iconographic methodologies used in the field. Methods that students will learn include biography (analyzing art using facts from the artist’s life), contextual analysis (considering sociopolitics, economics, and race in the meaning of art), and semiotics (identifying universal meaning in art). Students will also examine, through visual art and culture produced by, and about, African-Americans over the past four centuries how issues of race have shaped the lives of people of color, their careers, and U.S. perceptions of blacks.

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.

Students will demonstrate their ability to analyze and explain major themes in the history of African Americans through their Annotated Bibliography and Oral Presentations. Themes include, but are not limited to 1) The Effects of Slavery on Art Production; 2) The Effects of Racism on the Advancement of Black Artists; 3) White Patronage of Black Art During the Harlem Renaissance; 4) Expatriates and the Exodus of Black Artists During the Jim Crow Era; 5) The Black Arts Movement of the 1970s; 6) Black Feminist Art; 7) Miscegenation and the Mixed Race Artist of Antebellum Age; 8) The Black Portrait in the Federalist Era; 9) The WPA of the 1930s and Advantages for Black Artists; 10) as well as so-called “Post-Black” Art & Identity in the 21st Century.

- Analyze and explain one or more major themes of U.S. history from more than one informed perspective.

Readings, image analyses, and class discussions and Quiz (week 2/3) will require students to study and demonstrate their knowledge of the specific hardships of slavery in the U.S. and the persistence of creative expression during this period. Specifically, the topic is “ART & DESIGN IN THE ERA OF SLAVERY” addressed in Chapter. 2 of the textbook (African American Art).

- Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.

An additional relevant reading will be: Halliburton, R. Jr. “Free Black Owners of Slaves: A Reappraisal of the Woodson Thesis,” *The South Carolina Historical Magazine*, 76, no. 3 (July 1975): 129-142. This essay examines black slave owners and will be followed by a class discussion of why wealthy African Americans...
<table>
<thead>
<tr>
<th>owned slaves, and a debate on whether or not this practice was ethical.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explain and evaluate the role of the United States in international relations.</td>
</tr>
<tr>
<td>• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.</td>
</tr>
<tr>
<td>• Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.</td>
</tr>
</tbody>
</table>
COURSE DESCRIPTION: This course examines African American artists and art since colonialism, as a means to gain insight into the American experience. Key to content is the means artists used to create art despite socioeconomic oppression. Methods of art analysis include biography (analyzing art using facts from the artist’s life), contextual analysis (considering socio-politics, economics, and race in the meaning of art), and semiotics (identifying universal meaning in art). Among the styles and periods covered are slave crafts, Harlem Renaissance art, Social Realism, the Black Arts Movement, Post Black Art, Afrofuturism as well as photography and architecture.

PREREQUISITE: English 101; and any Art course or permission of instructor

STUDENT LEARNING OBJECTIVES—FLEXIBLE CORE:
1. Gather, interpret, and assess information from a variety of sources and points of view.
2. Evaluate evidence and arguments critically or analytically.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.

STUDENT LEARNING OBJECTIVES—U.S. Experience in Diversity
4. Identify and apply the fundamental concepts and methods exploring the U.S. experience in its diversity.
5. Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
6. Evaluate how indigenous populations, slavery, or immigration shaped the development of the United States.

REQUIREMENTS—ASSESSMENT TOOLS—GRADE PRECENTAGES:
1. Attendance: Maximum of 4 absences permitted for emergencies. No other absences are permitted.
2. In-Class Questions/Participation: 20% of Grade.
   During the semester, students must voluntarily, or at the request of the instructor, correctly answer 5 questions based on weekly readings and class discussions. (Goals 1 through 6 above)
3. Annotated Bibliographic Research on chosen topic in consultation with instructor: 20% of grade
4. Monthly Assignments as indicated in syllabus: 4 assignments of 10% each: 40% of grade

IMPORTANT: One full semester grade drop for each absence over 4
IMPORTANT: Absence for oral presentation will result in failing grade. Make-ups are granted in EXTREME, DOCUMENTED cases only and must be verified by the Office of Student Services. Students are expected to attend all class meetings as scheduled. Excessive absence may result in a failing grade for the course and may also result in the loss of financial aid. Determination of the number of absences that constitute excessive absence is established by the individual instructor, who announces attendance guidelines at the beginning of the semester. (John Jay College Undergraduate Bulletin, p. 43).
5. Oral Presentation of Research: 10-15 minutes with accompanying PowerPoint presentation: 20% of grade

GRADES: Your grade is based on the assessment tools above. Grades are defined as follows.
A Indicates EXCELLENCE in all aspects;
B is considered GOOD, above average;
C is considered FAIR, satisfactory, average;
D is considered POOR, below average;
F is FAILING, unacceptable work.
INC: granted in extreme, documented cases only. All materials must be submitted within 30 days of the end of the semester.
EXTRA CREDIT: There is no obligation for your instructor to offer extra credit.

Academic Integrity & Plagiarism: See John Jay College Undergraduate Bulletin, p. 36.
Americans with Disabilities (ADA) Act Policy: Students with disabilities must receive written verification of eligibility from the OAS which is located at L66 in the new building (212-237-8031).

REQUIRED TEXT can be borrowed from Library; rented from Barnes & Noble or Amazon; or purchased wholesale with author’s discount code:

Other Resources: Oxford University Press companion website, including extensive scholarly bibliography, links to artist’s websites, e-videography, links to museum collections.

Additional Readings: accessible through Library Electronic Resources or free online sites, as indicated.

OUTLINE:

1 INTRODUCTION and THE ART OF PERCEPTION: Read African American Art ch. 1
Class Discussions:
a) Choose a work of art by an African-American artist who has a documented biography or autobiography (from the online bibliography). How might elements of the biography enhance an understanding of the artwork?
b) Debate: Should racial identity be integral to the study of African-American art? Why and why not?

2 ART & DESIGN IN THE ERA OF SLAVERY: Read: African American Art, ch. 2
Monthly Assignment: Choose a discussion in this chapter of a specific work of art or architecture and identify those portions of the discussion that are formalist in their method of analysis. Do the same for contextual analysis and racial iconography.
Class Discussion/Debate: Discuss the reasons why wealthy African Americans owned slaves, and debate whether or not this practice was ethical.
3  FEDERAL PERIOD ARCHITECTURE & DESIGN: Read: *African American Art*, ch. 3
Read and Review: Destrehan Plantation website: <destrehanplantation.org>
Includes history of the Destrehan family, details on the renovation of the manor, exhibition descriptions including the manor, gardens and outbuildings.
Class Discussions:
   a) How did the American Revolution affect the production of decorative art and design in the United States?
      b) Discuss the history of the Edgefield, NC pottery industry and the role African Americans played in it.

4-5  19TH CENTURY NEOCLASSICISM & ROMANTICISM: Read: *African American Art*, chs. 4-5
Class Discussion: Why was Edmonia Lewis able to succeed as a professional artist when so many African Americans could not? Contextual discussion will include finances, mentorship, the political milieu, and the artist’s social status and personality.
Monthly Assignment: Using at least 3 of the methodologies learned in class, compare both the painted and photographic portraits of John Brown illustrated in chapter 5 by Bowser and Washington. Discuss whether and why (or why not) the photograph is as expressive as the painting and deserving of “high art” status.

6-7  THE HARLEM RENAISSANCE & the WPA YEARS: Read: *African American Art*, chs. 6-7:
Class Discussions:
   a) What was the Great Migration and what circumstance prompted it? How did it impact on the creation of African-American art?
   b) What political circumstances motivated the 1930s interest in Social Realist motifs in art?

8-9  MODERN, VERNACULAR & SURREALIST ART: Read: *Creating Their Own* Image, chs. 8-9
Class Discussions:
   a) What field of medicine and which medical theorist most influenced the Surrealist Movement? Research and discuss this influence.
   b) Discuss why self-taught artists are often segregated from mainstream art. Why does this segregation persist?
Monthly Assignment: Create a Surrealist drawing or poem using automatism. Discuss its sources and interpret its meaning.

10  POP, OP & AGITPROP: THE BLACK ARTS MOVEMENT: Read: *African American Art*, ch. 10
Read and Review:
   a) Spiral Website: <studiomuseum.org/exhibition/spiral-perspectives-african-american-art-collective>
   Studio Museum web page for the 2011 exhibition “Spiral: Perspectives on an African-American Art Collective.” Includes 13 image slide show and two 2 min. audio curatorial statements by Emma Hanna
   b) Wall of Respect mural website: <blockmuseum.northwestern.edu/wallofrespect/main.htm>
   Mary and Leigh Block Museum of Art of Northwestern University website dedicated to the Wall of Respect. It includes interpretive essays, artist interviews, teaching tools, bibliography, relevant web links, and an interactive program of full and detailed digital images of mural.
Class Discussion/Debate: Discuss and debate the validity of artist Raymond Saunders’s statement:

Approved by UCASC, Dec 18, to College Council, Feb 11, 2015
“Some angry artists are using their art as political tools, instead of vehicles of free expression. An artist who is always harping upon resistance, discrimination, opposition, besides being a drag, eventually plays right into the hands of the politicians he claims to despise—and is held there, unwittingly (and witlessly) reviving slavery in another form. For the artist, this is aesthetic atrophy.”

11 POSTMODERNISM: Read African American Art, ch. 12

Review: Performance Art website: <aapaa.org/> African American Performance Art Archive provides documentation of historically significant performances by African American artists available on-line to artists, scholars, and students in the spirit of intellectual exchange.

Monthly Assignment: Research project topic and bibliography due. Topics should be chosen from list of artists and topics provided at the end of each chapter, but not discussed in class. Bibliography of no less than 4 sources should be gleaned from on-line or end-text bibliographies. Each source must relate specifically to your topic and be no less than 5 pages in length. MLA or Chicago Style preferred.

12 NEO-EXPRESSIONISM & BLACK CARICATURE: Read African American Art, ch. 13

Key Assignment Due: Annotated Bibliography:
1. Restate your topic title and provide a brief description
2. Type a properly formatted bibliographic entry for each source:
   a) For books: author, title, city, publisher and date (& page #s if book is a survey).
   b) For articles: author, title, journal name, volume/number, month/year, and page #s.
3. Follow each entry with an annotation (summary) IN YOUR OWN WORDS (no less than 1500 words total). Plagiarists will fail and be reported to the Student Disciplinary Committee.
   b) Your summaries must be TYPED, double spaced, and proofread.
   c) You must submit copies of ALL ARTICLES & BOOK EXCERPTS with your bibliography.

Class Debate: on the use of racial stereotypes by black Neo-Expressionist artists. Winning team will receive extra credit.

13 POST-BLACK & AFROFUTURIST ART: Read African American Art, ch. 14

Class Discussions:

a) Many critics reject the idea that a Post-Black era has arrived in the United States. Forming debate teams—for and against—debate whether or not Post-Black culture exists.

b) Discuss the origins and evolution of Afrofuturist art in other genres besides the visual arts, specifically music or literature.

14-15 Student Presentations & Final Research Project Due
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted 3/1/16

When completed, email the proposal form in one file attachment for UCASC consideration and scheduling to kkilleran@jjay.cuny.edu.

1. a. Department(s) or program(s) proposing this course: Honors Program
   b. Name and contact information of proposer(s): Nathan Lents
      nlents@jjay.cuny.edu
      646.557.4504

2. a. Title of the course: Honors Colloquium 1
   
   b. Abbreviated title (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst) Honors Colloquium 1
   
   c. Level of this course XXX 100 Level ___200 Level ___300 Level ___400 Level

Please provide a brief rationale for why the course is at the level:

This course is a 100-level course designed for students entering the John Jay College Honors Program, or the Macaulay Honors College at John Jay. About one half of these students are first-semester freshmen. The reading and writing instruction in this course center on a service project developed by students, who use their deep involvement to build community with their colleagues in the Honors Program and to begin the process of professional development.

d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): HON

3. Rationale for the course (will be submitted to CUNY in the Chancellor's Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

Successful honors programs invest substantial effort in helping students engage in, and become connected to, various components of their institution's academic life. This help can include exposure to various aspects of student life, academic advising, career planning, student success resources, majors and minors, fellowships and special opportunities, etc. These are also the basic components of career development, and they are often augmented with social, cultural, and community building activities.

The Colloquium course for entering Honors students at John Jay aims to make available all of these opportunities, while also developing the thematic framework for the Honors Programs at John Jay College: the common good. The colloquium will explore this

Approved by UCASC, March 18, to College Council, April 20, 2016

43
concept in a range of ways that help students actively to engage in work related to the good of their community through a year-long service project.

Students will complete the service project in teams and form their own community in the process. The work of each service group will be facilitated by a Teaching Assistant, a senior in the Honors Program, who will provide guidance and peer mentoring. Each team will research, design, critique, and revise the service project throughout the fall semester, and implement it in the spring semester. The fall semester will culminate in oral presentations from each group on their planned service projects. The spring semester will culminate in oral presentations to the class members reflecting on the written reports on students’ work. These reports will detail what the projects accomplished, what the students learned, and how the community stands to benefit from the students’ engagement.

The service project is a vehicle for students to act on the mission of the college—educating for justice—as they engage with the theme of the honors program—the common good. Working on the project will provide an opportunity for students to develop leadership skills and foster community. As all of their work happens in the context of the colloquium, the course establishes connections among lectures, discussions, and reflections on the various approaches to the pursuit of justice.

Simultaneous attention to communal and academic facets of their work in the colloquium is designed to help Honors students, who often live under a great deal of pressure to use their talents to a very high standard, to keep in sight their academic success along with their personal and physical well-being.

4. **Course description** as it is to appear in the College Bulletin.

Honors Colloquium 1 is the first half of the year-long colloquium course requirement for new students in the Honors Program and the Macaulay Honors College at John Jay College. With an emphasis on experiential learning, this course begins to develop students’ understanding of the central theme of John Jay’s Honors Program: the common good. Students will learn to provide critical analysis of varying perspectives on the pursuit of the common good through the development of a viable service project that fosters personal wellness and professional development. Students will write analytical and reflection papers on justice issues using research in scholarly sources. They will work in groups to design a service project and present to the class their work plan along with an intellectual exploration of the themes of justice, service, and common good in their project. Students will present a selection of their course work in a portfolio, showcasing the way their academic work contributes to the common good.

*Note: This class will be graded on a credit/no credit basis.*

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites):

*Restricted to students in the John Jay Honors Program or Macaulay Honors College at John Jay*

6. **Number of:**
a. Class hours  1
b. Lab hours  
c. Credits  1

7. Has this course been taught on an **experimental basis**?
   No        XXX Yes.
   If yes, then please provide:  
   Hon-191 Freshman Honors Colloquium
   Semester: Fall 2015
   Prerequisites: restricted to JJ Honors & MHC
   Enrollment: approximately 100 students
   Faculty: Dr. Dara Byrne

8. **Learning Outcomes** (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?

   **Students will:**
   1.) Explore the concept of “the common good” from a variety of intellectual perspectives.
   2.) Develop leadership and teamwork skills through designing a group service project and involvement in extracurricular components of the John Jay community.
   3.) Establish the academic plan of their major(s) and minor(s).
   4.) Reflect on their personal wellness and their connectedness to the communities of which they are a part.
   5.) Construct a portfolio of academic work

9. Will this course be part of any **major(s), minor(s) or program(s)?**
   No        XXX Yes
   If yes, Indicate major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)

   **This course is a requirement of both the John Jay College Honors Program and the Macaulay Honors College at John Jay.**

10a. Will this course be part of JJ’s **general education program**?
   No XXX  Yes ____  If yes, please indicate the area: N/A

11. **How will you assess student learning?**
   Learning will be assessed by the following:
   1.) Students will complete three graded reflection papers. Each of these papers must include at least one outside scholarly reference, correctly quoted and cited in a bibliography.
   2.) Students will submit professional development material which will be graded for completion according to provided standards
   3.) Students will construct portfolios, which will be graded according to provided standards.
4.) Students will complete a group presentation of their planned service project (which will be executed the following spring).

12. Did you meet with a librarian to discuss library resources for the course?
   Yes _______ No XXX
   • If yes, please state the librarian’s name:
   • Are there adequate resources in the library to support students’ work in the course? Yes XXX No _______
   • Will your students be expected to use any of the following library resources? Check all that apply.

   This course will provide students an introduction to Google Scholar. Students will be shown to use Google Scholar to find and evaluate sources, as well as format citations in their bibliographies.

13. Syllabus (See Attached)

14. Date of Honors Advisory Committee approval: September, 2015

15. Faculty - Who will be assigned to teach this course? This course is taught by the faculty director of the Honors Program

16. Is this proposed course similar to or related to any course, major, or program offered by any other department(s)? How does this course differ?
   XXX No ______ Yes.

17. Did you consult with department(s) or program(s) offering similar or related courses or majors?
   XXX Not applicable ______ No _____ Yes.

18. Will any course be withdrawn, if this course is approved?
   XXX No ______ Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:

   Nathan Lents
   Faculty Director, John Jay Honors Program & Macaulay Honors College at JJ
John Jay College, CUNY  
Honors Program and Macaulay Honors College  

Hon-181: Honors Colloquium 1  
Fall 2016: Fridays 1:40-2:45. L2.84

Professor: (Honors program faculty director)  
Office: Room 8.64NB  
Phone:  
Email:  
Office Hours:  

Teaching Assistant:  
Classroom:  
Email:  

Course Description  
This course is the first half of the year-long colloquium requirement for new students in the Honors Program and the Macaulay Honors College at John Jay College. With an emphasis on experiential learning, students will begin to develop their understanding of the central theme of John Jay’s Honors Program: the common good. The honors colloquium rests on three pillars: development of an in-depth service project, personal wellness and professional development, and critical analysis of varying perspectives on the pursuit of the common good. Students will write analysis and reflection papers on justice issues supported by research in scholarly literature. They will also work in groups to design a service project and will present their plan to the entire class, complete with an intellectual exploration of the justice, service, and common good themes of their project. Students will also develop a professional portfolio showcasing their academic work and commitment to the common good.  
Note: This course is graded on a pass/fail basis and earns the student one credit.

Learning Outcomes:  
In this course, students will:  
1. Explore the concept of “the common good” from a variety of intellectual perspectives.  
2. Develop leadership and teamwork skills through designing a group service project and involvement in extracurricular components of the John Jay community.  
3. Establish the academic plan of their major(s) and minor(s).  
4. Reflect on their personal wellness and their connectedness to the communities of which they are a part.  
5. Build and organize a portfolio of academic work.

Course Grade:  
HON1XX (181) is a CREDIT/NO CREDIT course. Incomplete or Unsatisfactory work will result in course failure, which could result in dismissal from the honors program or repeating of the course. Course requirements are listed below along with the criteria for satisfactory completion. Possible grades for each assignment are U (unsatisfactory), S (satisfactory), and S+ (excellent).

Course Assignments:  

Community Service Project  
Each student is responsible for contributing to their group’s community service project and final presentation. The projects are the execution and culmination of the fall semester proposals. One member from each group will discuss their project at the college’s Research and Creativity Week. (TAs are only responsible for guiding their groups. They do not write or present). The grade on this project is derived from the final report, the group presentation, and the TAs assessment of each individual student’s contribution to the group effort. Any student at risk of receiving a “U” for their contribution to the service project will be given warnings thereof. If student contribution to the service project remains unsatisfactory at the end of the course will fail the course.

In-Class Participation  
Missing more than two class meetings will result in a grade of “U” for class participation, barring any excused absences, and failure of the course. Participation includes actively engaging in class and group
activities, with demonstrated evidence of adequate preparation. TAs will issue grades for participation based on their assessment of each student’s active and prepared participation in class. Instructor will meet with any non-participating students to inform them that they are in jeopardy of receiving a failing grade.

Reflection Papers
This course will use articles, provided on Blackboard, to supplement the discussions and activities. Students must complete several one-page response papers, which will be graded on their thoughtful completion. Each paper must correctly cite and reference at least one primary source. Any assignments that receive a “U” grade must be resubmitted until they are marked satisfactory.

Other Assignments
This course will also require other assignments related to the career development and wellness programing, such as an academic plan, resume, cover letter, personal statements, description of a club or extracurricular that the student might join, and so on. Any assignments that receive a “U” grade must be resubmitted until they are marked satisfactory.

ePortfolio
Each student will develop an electronic portfolio of his or her academic accomplishments, which will be graded as described above. Any assignments that receive a “U” grade must be resubmitted until they are satisfactory. Because ePortfolios are excellent tools for applying for opportunities such as internships, fellowships, and other special opportunities, this requirement will be integrated into various assignments throughout the semester, helping students to build a publicly available profile to show to prospective employees, admissions boards, and selection committees.

Course Policies:

Attendance/Punctuality/Participation
Regular attendance for this course is required. Excused absences such as those due to personal emergencies (severe personal or family illness, personal or family tragedies, work-related emergencies) must be documented within a week of the absence and must clearly state that the emergency required that the student miss the course on the date and at the time of the absence. If it appears that vacation or other personal plans may conflict with class, please make necessary adjustment plans now; leaving early for break is not grounds for an excused absence.

Classroom Conduct
Students and the course instructor share responsibility for maintaining an appropriate, orderly, learning environment. Students who fail to adhere to the behavioral expectations outlined by the instructor may be subject to discipline in accordance with the procedures described in the Student Handbook. The use of cell phones and laptops during class time is disrespectful and thus strictly forbidden, except when explicitly called for, e.g., demonstrations and tutorials related to the ePortfolios.

Plagiarism
Most written assignments will be submitted via SafeAssign on Blackboard and checked for originality. You plagiarize when you steal or use someone’s work as your own, even if unintentional. In addition to being dishonest, plagiarism is unfair to your peers who spend hours preparing original presentations. If you are found guilty of intentional plagiarism you will receive an F in the course. You may even be dismissed from the University with a notation of the offense on your transcript. If you are in doubt about the legitimate use of sources for your presentations, check with the instructor. As a guiding principle, give credit for ideas or materials that you use from other sources, including visuals used in PowerPoint presentations.

Presentation Day
All students are expected to attend their group’s presentation at Research and Creativity Week. Any student who fails to participate will receive no credit for the presentation assignment and risks failing the course.

The Writing Center: The Writing Center, located in room 1.67NB, is a free service for students of John Jay. The Center has a staff of trained tutors who work with students to help them become more effective writers, from
planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource for any student of writing, and I encourage you to use it. If you are given a Referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

**Students with Special Needs:** Students with disabilities must work directly with the Office of Accessibility Services (L.66.00, 212-237-8031), who will notify instructor regarding entitled accommodations for the students.

**Reading List**

*Required Reading (in chronological order):*

*This is the subject of the first reflection paper*
*This is the subject of the second reflection paper*
*These above two articles are the subject of the third reflection paper*

*Other Readings (provided on Blackboard):*

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Moderator</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview, requirements, expectations</td>
<td>Lents</td>
<td>Article: Velasquez, “common good” First Reflection Paper, <strong>DUE 9/4</strong></td>
</tr>
<tr>
<td></td>
<td>Discussion: What is the common good?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>TA introduction and personal success story</td>
<td>TAs</td>
<td>Identify two professional and two personal goals for the fall semester – <strong>DUE 9/11</strong></td>
</tr>
<tr>
<td></td>
<td>Discussion: Connecting personal and professional goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Wellness #1: wellness and emotional intelligence</td>
<td>Counseling Staff</td>
<td>Article: Kahn, “emotional intelligence”</td>
</tr>
<tr>
<td>4</td>
<td>The importance of community involvement</td>
<td>Student Affairs</td>
<td>Article: Wallis, “Civic Transformation”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Fall break: NO CLASS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>e-portfolios: the new resume</td>
<td>Dr. Auld</td>
<td>Begin e-portfolio, basic info <strong>DUE 10/9</strong></td>
</tr>
<tr>
<td>7</td>
<td>How to pick a major, minor, and academic path</td>
<td>Lents, Villanueva</td>
<td>Attend major/minor fair on 10/12</td>
</tr>
<tr>
<td></td>
<td>TA classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Your academic journey: major(s) and minor(s)</td>
<td>TAs</td>
<td>1.) Make map for 1 major and 1 minor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.) Choose classes for next spring <strong>DUE 10/23</strong></td>
</tr>
<tr>
<td>9</td>
<td>Forging the common good: service and involvement</td>
<td>Lents</td>
<td>Article: Tugend, “Benefits of volunteerism”</td>
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<td></td>
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<td>Second Reflection Paper, <strong>DUE 10/30</strong></td>
</tr>
<tr>
<td>10</td>
<td>Planning the service project</td>
<td>TAs</td>
<td>Rough plan for service project <strong>due 11/13</strong></td>
</tr>
<tr>
<td></td>
<td>TA classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>e-portfolios 2: Telling academic stories</td>
<td>Dr. Auld</td>
<td>Add 1 academic work to e-port. <strong>DUE 11/13</strong></td>
</tr>
<tr>
<td>12</td>
<td>If all know right from wrong, why is social change so hard?</td>
<td>Lents</td>
<td>Article, Powell, “Better world or better resume”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Porter, “Motivating Corporations to Do Good”</td>
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<tr>
<td></td>
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<td>Third Reflection Paper, <strong>DUE 11/20</strong></td>
</tr>
<tr>
<td>13</td>
<td>Refining the service project</td>
<td>TAs</td>
<td>PPT for service project <strong>DUE 12/4</strong></td>
</tr>
<tr>
<td></td>
<td>TA classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Thanksgiving break: NO CLASS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Wellness Session #2: Pressure, Stress, Anxiety</td>
<td>Counseling Staff</td>
<td>Article: Scelfo, “Suicide on Campus…”</td>
</tr>
<tr>
<td></td>
<td>Location:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Service Project Presentations</td>
<td>---</td>
<td>Final written report also <strong>DUE 12/11</strong></td>
</tr>
</tbody>
</table>

Approved by UCASC, March 18, to College Council, April 20, 2016
John Jay College of Criminal Justice
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: 3/1/16

When completed, email the proposal form **in one file attachment** for UCASC consideration and scheduling to killoran@jjay.cuny.edu.

1. a. **Department(s) or program(s) proposing this course:** Honors Program
   b. **Name and contact information of proposer(s):** Nathan Lents
      nlents@jjay.cuny.edu
      646.557.4504

2. a. **Title of the course:** Honors Colloquium 2
   b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) Honors Colloquium 2
   c. **Level of this course** XXX 100 Level ___200 Level ___300 Level ___400 Level

   Please provide a brief rationale for why the course is at the level:

   This course is a 100-level course designed for students in their second semester of the John Jay College honors program or the Macaulay Honors College at John Jay. About one-half of these students are second-semester freshmen. Although this course involves some reading and some writing, most of the work is centered on developing a service project, community building within Honors, and professional development.

   d. **Course prefix to be used (i.e. ENG, SOC, HIS, etc.):** HON

3. **Rationale** for the course (will be submitted to CUNY in the Chancellor’s Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

   Successful honors programs invest substantial effort in helping students engage in, and become connected to, various components of their institution’s academic life. This help can include exposure to various aspects of student life, academic advising, career planning, student success resources, majors and minors, fellowships and special opportunities, etc. These are also the basic components of career development, and they are often augmented with social, cultural, and community building activities.

   The Colloquium course for entering Honors students at John Jay aims to make available all of these opportunities, while also developing the thematic framework for the Honors Programs at John Jay College: the common good. The colloquium will explore this
concept in a range of ways that help students actively to engage in work related to the good of their community through a year-long service project.

Students will complete the service project in teams and form their own community in the process. The work of each service group will be facilitated by a Teaching Assistant, a senior in the Honors Program, who will provide guidance and peer mentoring. Each team will research, design, critique, and revise the service project throughout the fall semester, and implement it in the spring semester. The fall semester will culminate in oral presentations from each group on their planned service projects. The spring semester will culminate in oral presentations to the class members reflecting on the written reports on students’ work. These reports will detail what the projects accomplished, what the students learned, and how the community stands to benefit from the students’ engagement.

The service project is a vehicle for students to act on the mission of the college—educating for justice—as they engage with the theme of the honors program—the common good. Working on the project will provide an opportunity for students to develop leadership skills and foster community. As all of their work happens in the context of the colloquium, the course establishes connections among lectures, discussions, and reflections on the various approaches to the pursuit of justice.

Simultaneous attention to communal and academic facets of their work in the colloquium is designed to help Honors students, who often live under a great deal of pressure to use their talents to a very high standard, to keep in sight their academic success along with their personal and physical well-being.

4. **Course description** as it is to appear in the College Bulletin.

The Honors Colloquium 2 is the second half of the year-long colloquium course requirement for new students in the Honors Program and the Macaulay Honors College at John Jay College. With an emphasis on experiential learning, this course continues to expand students’ understanding of the central theme of John Jay’s Honors Program: the common good. Hon-182 continues to rely on the three interrelated pillars of emphasis of the preceding colloquium course (Hon-181): completion of a group service project, critical analysis of varying perspectives on the pursuit of the common good, and personal wellness and professional development. Students will write analysis and reflection papers on justice issues using scholarly sources. They will also work in groups to complete a service project and present the results of this project to the entire class, providing an intellectual exploration of the themes of justice, service, and common good in their project. Students will also continue the development of the portfolio showcasing their academic work and explaining its commitment to the common good.

Note: This course is graded on a credit/no credit basis.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites):

Successful completion of HON 181 AND restricted to students in the John Jay Honors Program or Macaulay Honors College at John Jay
6. Number of:
   a. Class hours 1
   b. Lab hours _____
   c. Credits 1

7. Has this course been taught on an experimental basis?
   ______ No XXX Yes.
   If yes, then please provide:
   Hon-192 Freshman Colloquium 2
   Semester: Spring 2016
   Enrollment: 92
   Faculty: Dr. Nathan Lents

8. Learning Outcomes (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?

   Students will:
   1.) Explore the concept of “the common good” from a variety of intellectual perspectives.
   2.) Develop leadership and teamwork skills through completion of a group service project and final report and presentation.
   3.) Reflect on their intended career trajectory and the short- and long-term steps necessary to realize it
   4.) Continue to explore their personal wellness and their connectedness to the communities of which they are a part.
   5.) Construct a professional portfolio of academic work

9. Will this course be part of any major(s), minor(s) or program(s)?
   No XXX Yes
   If yes, Indicate major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)
   This course is a requirement of both the John Jay College Honors Program and the Macaulay Honors College at John Jay.

10a. Will this course be part of JJ’s general education program?
     No XXX Yes ___
     If yes, please indicate the area: N/A

11. How will you assess student learning?
    Learning will be assessed by the following:
    1.) Students will complete three graded reflection papers. Each of these papers must include at least one additional scholarly reference, correctly quoted/cited and with a bibliography.
    2.) Students will submit professional development material which will be graded for completion according to provided standards
    3.) Students will construct portfolios, which will be graded according to provided standards.
    4.) Students will complete a group service project, final report, and oral presentation.
12. Did you meet with a librarian to discuss *library resources* for the course?

   Yes _______  No XXX

   • If yes, please state the librarian’s name:
   • Are there adequate resources in the library to support students’ work in the course
     Yes  XXX  No ________
   • Will your students be expected to use any of the following library resources? Check all that apply.

     This course will provide students an introduction to Google Scholar. Students will be shown to use Google Scholar to find and evaluate sources, as well as format citations in their bibliographies.

13. Syllabus   (See Attached)

14. Date of Honors Advisory Committee approval: September 2015

15. Faculty - Who will be assigned to teach this course? This course is taught by the faculty director of the Honors Program

16. Is this proposed course similar to or related to any course, major, or program offered by any other department(s)? How does this course differ?

   XXX No       ______Yes.

17. Did you consult with department(s) or program(s) offering similar or related courses or majors?

   XXX Not applicable       ______No ______Yes.

18. Will any course be withdrawn, if this course is approved?

   XXX No

   ______Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals: Nathan Lents, Faculty Director, JJ Honors Program & Macaulay Honors College at JJ
John Jay College, CUNY
Honors Program and Macaulay Honors College

Hon-182: Honors Colloquium
Spring 2016: Fridays 1:40-2:45. L2.84

Professor: (Honors program faculty director)
Office: Room 8.64NB
Office Hours:
Phone:    Email:
Teaching Assistant:    Classroom:    Email:

Course Description
The Honors Colloquium 2 course is the second half of the year-long colloquium requirement for new students in the Honors Program and the Macaulay Honors College at John Jay College. With an emphasis on experiential learning, students will continue to expand their understanding of the central theme of John Jay’s Honors Program: the common good. In continuity with the prior colloquium course (Hon-181), Hon-182 rests on three pillars: completion of a group service project, personal wellness and professional development, and the critical analysis of varying perspectives on the pursuit of the common good. Students will write analysis and reflection papers on justice issues using scholarly sources and correct citation styles. They will also work in groups to complete a service project and present the results of this project to the entire class, complete with an intellectual exploration of the justice, service, and common good themes of their project. Students will also continue the development of their professional portfolio showcasing their academic work and its commitment to the common good.

Note: This course is graded on a pass/fail basis and is worth one credit.

Learning Outcomes:
In this course, students will:
1. Explore the concept of “the common good” from a variety of intellectual perspectives.
2. Develop leadership and teamwork skills through completion of a group service project and final report and presentation.
3. Reflect on their intended career trajectory and the short- and long-term steps necessary to realize it
4. Continue to explore their personal wellness and their connectedness to the communities of which they are a part.
5. Construct a portfolio of academic work

Course Grade:
HON182 is a CREDIT/NO CREDIT course. Incomplete or Unsatisfactory work will result in course failure, which could result in dismissal from the Honors Program or repeating of the course. Course requirements are listed below along with the criteria for satisfactory completion. Possible grades for each assignment are U (unsatisfactory), S (satisfactory), and S+ (excellent).

Course Assignments:

Community Service Project
Each student is responsible for contributing to their group’s community service project and final presentation. The projects are the implementation and culmination of the proposals submitted in the Fall semester. One member from each group will discuss their project at the college’s Research and Creativity Week. (TAs are only responsible for guiding their groups. They do not write or present). The grade on this project is derived from the final report, the group presentation, and the TAs assessment of each individual student’s contribution to the group effort. Any student at risk of receiving a “U” for their contribution to the
service project will be given warnings thereof. If student contribution to the service project remains unsatisfactory at the end of the course will fail the course.

**In-Class Participation**
Missing more than two class meetings will result in a grade of “U” for class participation, barring any excused absences, and failure of the course. Participation includes actively engaging in class and group activities, with demonstrated evidence of adequate preparation. TAs will issue grades for participation based on their assessment of each student’s active and prepared participation in class. Instructor will meet with any non-participating students to inform them that they are in jeopardy of receiving a failing grade.

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This course will also require other assignments related to the career development and wellness programming, such as an academic plan, resume, cover letter, personal statements, description of a club or extracurricular that the student might join, and so on. Any assignments that receive a “U” grade must be resubmitted until they are marked satisfactory.

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Reading List

Required Reading (in chronological order):

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   This is the subject of the second reflection paper
   This is the subject of the third reflection paper

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<table>
<thead>
<tr>
<th>Week</th>
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<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>1/29</td>
<td>Conflicts in seeking the common good</td>
<td>Lents</td>
</tr>
<tr>
<td>Week 2</td>
<td>2/5 (TA classroom)</td>
<td>Review/Discuss Community Service Project</td>
<td>TAs</td>
</tr>
<tr>
<td>Week 3</td>
<td>2/09 (Tues)</td>
<td>Career Development: Cover Letters and Resumes</td>
<td>Mr. David Lennox</td>
</tr>
<tr>
<td>Week 3</td>
<td>2/12</td>
<td>College Closed – No Class</td>
<td>---</td>
</tr>
<tr>
<td>Week 4</td>
<td>2/19</td>
<td>Prestigious Fellowships: Personal Statements</td>
<td>Prof. Charles Davidson</td>
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<tr>
<td>Week 5</td>
<td>2/26</td>
<td>Wellness Session #1: Features of Healthy and Unhealthy Intimate Relationships</td>
<td>Dr. Stavrianopolis</td>
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<tr>
<td>Week 6</td>
<td>3/4 (TA classroom)</td>
<td>1.) The professional use of multimedia in e-portfolios 2.) Update on Service Projects</td>
<td>TAs</td>
</tr>
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<td>Week 7</td>
<td>3/11</td>
<td>Showcase of the “best” ePortfolios</td>
<td>Drs. Lents and Auld</td>
</tr>
<tr>
<td>Week 8</td>
<td>3/18</td>
<td>Community Service as Leadership Development</td>
<td>Mr. Declan Walsh</td>
</tr>
<tr>
<td>Week 9</td>
<td>3/23 (Wed)</td>
<td>The self, others, selfishness, the common good</td>
<td>Lents</td>
</tr>
<tr>
<td>Week 10</td>
<td>4/1 (TA classroom)</td>
<td>Update on Service Projects, plan final report and final presentation</td>
<td>TAs</td>
</tr>
<tr>
<td>Week 11</td>
<td>4/8</td>
<td>Wellness Session #2: Inclusion and Diverse Communities</td>
<td>Counseling Staff</td>
</tr>
<tr>
<td>April 29th and 29th</td>
<td></td>
<td>NO CLASS: SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>5/6</td>
<td>Academic Integrity and Ethics</td>
<td>TBA</td>
</tr>
<tr>
<td>Week 15</td>
<td>5/13</td>
<td>Service Project Presentations</td>
<td></td>
</tr>
</tbody>
</table>
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: February 4, 2016

When completed, email the proposal form in one file attachment for UCASC consideration and scheduling to kkilloran@jjay.cuny.edu.

1. a. Department(s) or program(s) proposing this course: Latin American and Latina/o Studies

   b. Name and contact information of proposer: Lisandro Pérez

      Email address: loperez@jjay.cuny.edu
      Phone number: x 8708

2. a. Title of the course: Research Methods in Latin American and Latina/o Studies

   b. Abbreviated title (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst): Research Methods LatinAm

   c. Level of this course: ___100 Level ___ 200 Level ___X___ 300 Level ___ 400 Level

   Please provide a brief rationale for why the course is at the level:

   This course satisfies the methods requirement of the new LLS B.A. degree, as listed in the degree proposal approved by the BOT (part 2 of the requirements). It has been placed at the 300 level since it is intended to be taken by the student after completion of the degree’s core courses at the 100 and 200 level and before taking the Senior (Capstone) Seminar at the 400-level. This course is designed to lead in to the Capstone.

   d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): LLS

3. Rationale for the course (will be submitted to CUNY in the Chancellor’s Report). Why should John Jay College offer this course? (Explain briefly, 1-4 paragraphs.)

   This course will satisfy the Research Methods (part 2) requirement of the B.A. degree in Latin American and Latina/o Studies (LLS). This course and the degree’s curriculum were part of the proposal for the degree, as approved by the CUNY Board of Trustees.

   The proposed course has two distinguishing features. One is that it is a multidisciplinary research methods course, spanning the social sciences, the humanities, and the legal field,
focused on the study of Latin America and Latina/o communities in the U.S. This is consistent with the nature of the degree and the varied disciplinary backgrounds of the faculty that offer it. Usually methods courses are disciplinary in nature, which is why the LLS Department has designed this course, to reflect the Department’s interdisciplinary focus.

The other distinguishing feature of the course is that it combines breadth with depth. At the same time that it exposes students to the range of methodologies and data sources used by researchers of Latin America and U.S. Latina/os, each student is required to produce a prospectus in his/her topic, under the guidance of the instructor and using the methodology and resources covered in the course that are appropriate for the student’s proposed topic. The student then carries that prospectus into the 400-level Senior Seminar.

4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

This multidisciplinary course is designed to provide students with the tools necessary to critically evaluate and use the range of methodological approaches and data sources most commonly used to study Latin America and U.S. Latina/o communities. The course includes both qualitative and quantitative approaches used in the social sciences, humanities, and the legal profession. The course will also guide the student through the process of conceptualizing and crafting a prospectus in his or her area of interest that will be used to conduct research during the Senior Seminar. [88 words]

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites):

   ENG 201, LLS 124, and LLS 130

6. Number of:
   a. Class hours   __3__
   b. Lab hours     ______
   c. Credits       __3__

7. Has this course been taught on an experimental basis?

   __X_ No        _____ Yes. If yes, then please provide:

   a. Semester(s) and year(s):
   b. Teacher(s):
   c. Enrollment(s):
   d. Prerequisites(s):
8. **Learning Outcomes** (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?

In this course, students will:

1. Through written assignments demonstrate knowledge and a capacity for critical evaluation of the data sources and methods used across disciplines to research Latin American societies and cultures and Latina/o communities in the United States.

2. Through unit exercises demonstrate the ability to gather, analyze, and present the data used across disciplines to research Latin American societies and cultures and Latina/o communities in the United States.

3. Develop and present a detailed prospectus for a project to be conducted during the Senior Seminar.

9. Will this course be part of any **major(s)**, **minor(s)** or **program(s)**?

    _____ No  ____X__ Yes

    If yes, Indicate major(s), minor(s), or program(s) and indicate the part, category, etc.

    B.A. degree in Latin American and Latina/o Studies. This course satisfies part 2 of the degree requirements: Research Methods

10a. Will this course be part of JJ’s **general education program**?

    No  ____X__ Yes ______

11. **How will you assess student learning?**

    Consistent with the LLS Department’s assessment plan, rubrics will be crafted for this course that align with the B.A. degree’s learning outcomes. Assessment will be made using a selection of the unit assignments and the research prospectus.

12. Did you meet with a librarian to discuss **library resources** for the course?

    Yes____  No__X_

    The Library has done an excellent job of placing all the research resources for Latin American
and Latina/o Studies in one database accessible through the Library’s website. See below.

- If yes, please state the librarian’s name____________________________

- Are there adequate resources in the library to support students’ work in the course
  Yes__X____ No_______

- Will your students be expected to use any of the following library resources? Check all that apply.
  - The library catalog, CUNY+ __X__
  - EBSCOhost Academic Search Complete _____
  - Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) __X__
  - LexisNexis Universe __X__
  - Criminal Justice Abstracts __X__
  - PsycINFO __X__
  - Sociological Abstracts __X__
  - JSTOR __X__
  - SCOPUS__X__
  - Other (please name) __X__
  - John Jay Library Latin American and Latina/o Studies Database
    http://guides.lib.jjay.cuny.edu/c.php?g=288359&p=1922663

13. Syllabus

[attached]

14. Date of Department curriculum committee approval:  February 3, 2016

15. Faculty - Who will be assigned to teach this course?

Lisandro Pérez, Luis Barrios, Brian Montes, Jodie Roure

16. Is this proposed course similar to or related to any course, major, or program offered by any other department(s)? How does this course differ?

____X_No

Most other methods courses taught on campus are discipline-based. This is a multidisciplinary methods course focused on particular research problems and data sources involved in the study of Latin American societies and Latina/o communities in the U.S.

_____Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.
17. Did you consult with department(s) or program(s) offering similar or related courses or majors?  
   _X_ Not applicable  
   _No_  
   _Yes_. If yes, give a short summary of the consultation process and results.

18. Will any course be withdrawn, if this course is approved?  
   _X_ No  
   _Yes_. If yes, number and name of course(s) to be withdrawn.

19. Approvals:

   **Lisandro Pérez**  
   Name of Chair giving approval, Proposer’s Department

   **José Luis Morín**  
   Name of Major or Minor Coordinator giving approval (if necessary)
LLS 3xx
Research Methods in Latin American and Latina/o Studies
Syllabus

John Jay College of Criminal Justice  Instructor: Professor Lisandro Pérez
City University of New York               Department of Latin American and Latina/o Studies
524 West 59th Street                    8.63.03 New Building
New York, NY 10019                     loperez@jjay.cuny.edu       (212) 237-8708

Course Description
This multidisciplinary course is designed to provide students with the tools necessary to critically evaluate and
use the range of methodological approaches and data sources most commonly used to study Latin America and
U.S. Latina/o communities. The course includes both qualitative and quantitative approaches used in the social
sciences, humanities, and the legal profession. The course will also guide the student through the process of
conceptualizing and crafting a prospectus in his or her area of interest that will be used to conduct research
during the Senior Seminar.

Learning Outcomes
In this course, students will:

1. Through written assignments demonstrate knowledge and a capacity for critical evaluation of the data
   sources and methods used across disciplines to research Latin American societies and cultures and
   Latina/o communities in the United States.
2. Through unit exercises demonstrate the ability to gather, analyze, and present the data used across
   disciplines to research Latin American societies and cultures and Latina/o communities in the United
   States.
3. Develop and present a detailed prospectus for a project to be conducted during the Senior Seminar.

Course Pre-Requisites
ENG 201, LLS 124, and LLS 130

Course Requirements

- Unit assignments (6 assignments @ 50 points each)
  Each assignment will correspond to one of the substantive units in the course (units 1 and 3-8,
  combining units 7 and 8 in one assignment). The assignments will combine questions on the subject
  matter with an exercise in which the students will be required to demonstrate their ability to gather,
  analyze, and present data or evidence on a circumscribed research question involving the methodology
  and data source for that unit. The student will be expected to have read the assigned reading prior to the
  start of the unit and to complete the assignment within one week after the end of the unit.

- Prospectus (200 points)
  Students are encouraged to start thinking about the topic of their research prospectus from the
  beginning of the semester and discuss the topic with the instructor. The instructor will work
individually with each student throughout the semester to fulfill the various required components of the research prospectus (listed below). Instructor may recommend that the student seek input on the proposal from a faculty member in the Department with particular expertise in the topic and research methodology of interest to the student.

- Proposed topic and statement of the research problem (25 points). Due one week after completion of Unit 3 (week 7)
- Draft of prospectus. Due at the end of the 10th week
- Class presentation of prospectus during final week of class (50 points)
- Final Prospectus (125 points). Due by 5:00 p.m. on the day the final exam is scheduled

**Required Text**
- All other readings are denoted by numbers (#) in the Course Outline, and are posted on BlackBoard

**Grading**

<table>
<thead>
<tr>
<th>Maximum Possible Number of Points: 500 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 465 (93%) and above</td>
</tr>
<tr>
<td>A- = 450 (90%) to 464</td>
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<tr>
<td>B+ = 435 (87%) to 449</td>
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<tr>
<td>B = 415 (83%) to 434</td>
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<tr>
<td>B- = 400 (80%) to 414</td>
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<tr>
<td>C+ = 385 (77%) to 399</td>
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<tr>
<td>C = 365 (73%) to 384</td>
</tr>
<tr>
<td>C- = 350 (70%) to 364</td>
</tr>
<tr>
<td>D+ = 335 (67%) to 349</td>
</tr>
<tr>
<td>D = 315 (63%) to 334</td>
</tr>
<tr>
<td>D- = 300 (60%) to 314</td>
</tr>
<tr>
<td>F = 299 and below</td>
</tr>
</tbody>
</table>

**Class Etiquette**

In class, you must follow the following rules:
- no conversations or other disruptive behavior
- no ringing electronic devices and no cell phone use or texting; **cell phones are to be stored and out of sight during class**
- Attendance will be taken every class day and is mandatory. Chronic absenteeism will result in a conference with the instructor and may have a detrimental effect on a student’s grade in cases where the student’s final score represents a borderline grading case.
- No chronic tardiness. If you come in after attendance is called, it is your responsibility to let me know, after class, that you are in attendance. Chronic tardiness will also result in a conference with the instructor.
- Laptop use is permitted in class for the purpose of taking notes, but is considered a privilege that may be withdrawn at the discretion of the instructor from any student who exhibits behavior that makes it apparent that he or she is using it during class for activities unrelated to the class.

**Incomplete (INC) Grade Policy**

Incomplete grades are assigned at the discretion of the instructor and only in cases in which some event has intervened in the student’s life that has made it impossible for him/her to complete the course requirements. A student who feels they need to be assigned and INC grade must contact me sometime prior to the time the grades are due and explain the reasons he/she should be assigned such a grade. I will not assign an INC grade to students who have not made
satisfactory progress during the course of the semester and need an INC to avoid receiving a D or F for the course.

**Plagiarism and Cheating**
Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.

Plagiarism and cheating are violations of CUNY's policy on academic integrity. See the John Jay College 2013-14 Undergraduate Bulletin, p. 307: [http://johnjay.jjay.cuny.edu/bulletins/undergraduatebulletin20142015.pdf](http://johnjay.jjay.cuny.edu/bulletins/undergraduatebulletin20142015.pdf)

By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action.

**Students with Disabilities (ADA policies)**
Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L66.01 NB (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

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**COURSE OUTLINE**

**UNIT 1 (weeks 1 - 3): Introduction**
- Course organization and objectives
- How do we know what we know about Latin America and Latina/o communities?
- Theory, empiricism, and the quest for objectivity and value-free analysis
- Quantitative versus qualitative dataes
- Research ethics and the protection of human subjects
- Case study in research ethics in Latin America: Project Camelot in Chile

**Readings/Resources**

**Textbook:**
- Chapter 1 “The Scientific Approach”
- Chapter 2 “Conceptual Foundations of Research”
- Chapter 3 “Elements of Research”
- Chapter 4 “Ethics in Social Science Research”

**Library:**

---

Page 8 of 12
UNIT 2 (weeks 4 and 5): Censuses and other official data sources
- the various types of official data sources
- availability and reliability of Latin American official statistics
- the U.S. Census and the enumeration of the Latina/o population
- the political contexts of official statistics

Readings/Resources
Textbook:
- Chapter 9 “Observational Methods”
- Chapter 13 “Secondary Data Analysis and Sources”

BlackBoard:
- #5 “Statistics,” Latin American Network Information Center (LANIC)  
  http://lanic.utexas.edu/la/region/statistics/
- #6 U.S. Bureau of the Census, “Hispanic Origin,”  
  http://www.census.gov/topics/population/hispanic-origin/about.html  (July 25, 2013)
  Latin American Research Review, Vol. 19, No. 2 (1984), 143-161

UNIT 3 (week 6): Writing a Research Prospectus
- purpose: to get students started on their research prospectus
- elements of a successful prospectus
- the purpose of a literature review
- format and mechanics of drafting the prospectus
- #4 Denis Feather, “A Journey of a Thousand Miles Starts with the Proposal,” Chapter 3 of  

UNIT 4 (weeks 7 and 8): Survey Research
- principles of sampling and survey methodology
- uses and limitations of conducting survey research in Latin America
- case studies: The Rockefeller Foundation Latin American Surveys and the Children of Immigrants Longitudinal Study (CILS)

Readings/Resources
Textbook:
- Chapter 8 “Sampling and Sample Designs”
- Chapter 10 “Survey Research”
BlackBoard:

UNIT 5 (weeks 9 and 10): Historical and Archival research
- principles of historiography
- identifying and using leading Latin American and Latina/o archival collections
Readings/Resources
BlackBoard:
- #13 Center for Puerto Rican Studies (CUNY), Library and Archives, http://centropr.hunter.cuny.edu/library/library/library-and-archives
- #14 Dominican Studies Institute (CUNY), Dominican Archives, https://www.ccny.cuny.edu/dsi/dominican-archives
- #15 University of Miami Libraries, Cuban Heritage Collection, http://library.miami.edu/chc/

UNIT 6 (weeks 11 and 12): Qualitative and Ethnographic Research
- principles and types of qualitative research
- ethnographic methods
- socio-political contexts of ethnographic research
Readings/Resources

Textbook:
- Chapter 12, “Qualitative Research”

BlackBoard:
- #16
- #17

**Unit 7 (week 13): Textual Analyses (Content Analysis, Literary Analysis, and Testimonios)**
- qualitative and quantitative approaches to the analysis of texts
- case study: reading Martí’s “Our America”

Reading/Resources

BlackBoard:
- #18
- #19
- #20
  José Martí, “Our America”

**Unit 8 (week 14): Legal Analyses: U.S. Latina/os, Latin America and the Law**
- fundamentals of legal research and analysis
- legal analysis in a Latin American and Latina/o context

Readings/Resources

BlackBoard:
- #21
- #22
- #23
Delgado, Richard, Juan F. Perea, and Jean Stefancic (eds.). *Latinos and the law: Case and materials*. (Thomson West, 2008), selected excerpts.

- #24

**Week 15: Class Presentations of Student Prospectuses**

**COURSE BIBLIOGRAPHY**


JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted __3/27/15________________

When completed, email the proposal form in one file attachment for UCASC consideration and scheduling to kkiloran@jjay.cuny.edu.

1. a. Department(s) or program(s) proposing this course ______ English___________

   b. Name and contact information of proposer(s) ______ Jay Paul Gates___________

      Email address(es) ______ jgates@jjay.cuny.edu ____________
      Phone number(s) ______ 4406 ____________

2. a. Title of the course ______ Murder on Screen and Stage__________

   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in CUNYFirst) __________ Murder Screen/Stage ________________

   c. Level of this course ______ 100 Level _____ 200 Level _____ 300 Level _____ 400 Level

Please provide a brief rationale for why the course is at the level:

This course focuses on the exploration of a theme in literature, i.e. murder, and considers how the theme becomes relevant in historical and cultural contexts when performed in film and on the stage. The emphasis will be on how to engage with primary sources, not secondary scholarship, and so suggests that this course should not be taught above the 200 level. The emphasis on interaction of performance media (page, stage, screen) and the study of performances across media in comparison advances the level beyond that of a 100-level course.

   d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): ___LIT______

3. Rationale for the course (will be submitted to CUNY in the Chancellor’s Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

This course examines a major theme in literature across time and culture. Murder remains a preoccupation in modern culture and the modern popular imagination. We are bombarded by representations of, and commentary on, violent death, whether in
television series, film, or even on the news. For a college that is focused on matters of justice, a reflection on the significance of the theme of murder in the cultural imagination is important, especially given the range of narrative and dramatic representations that murder can be made to take. Murder, and how it is performed in various media, therefore, is a topic that will engage many of our students and through which we can draw them into thinking about murder as a representation and what meanings it can be made to take depending how it is framed.

This course asks students to examine performative cultural productions across media and from a range of perspectives. They will read texts, watch performances of texts (both film adaptations and staged performances, at least by classmates and ideally by professionals), and perform versions of texts themselves. They will be studying these productions from inside and outside and thus will engage with the purpose and effects of texts written for performance.

4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

This course explores how murder has been used on screen, stage, and page to entertain, to titillate, and to critique. The course will consider how murder works in narrative and performance, and what representations of murder may mean for us, especially as they move from page to stage to screen. We will also consider questions such as: Who is a murderer? Who gets murdered? What are the consequences of murder? What does the audience or reader get out of murder stories?

5. **Course Prerequisites or co‐requisites** (Please note: All 200‐level courses must have ENG 101 and all 300 & 400‐level courses must have ENG 102/201 as prerequisites):

Eng 101

6. Number of:
   a. Class hours  __3___
   b. Lab hours  ______
   c. Credits  __3___

7. Has this course been taught on an experimental basis?

   ___x___ No  _____ Yes. If yes, then please provide:
   a. Semester(s) and year(s):
   b. Teacher(s):
   c. Enrollment(s):
   d. Prerequisites(s):
8. **Learning Outcomes** (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?

- Gather, interpret, and assess information from a number of texts, media, and points of view.
- Evaluate evidence and arguments critically and analytically.
- Produce well-reasoned written and oral arguments using evidence to support conclusions.
- Identify and apply fundamental concepts to theater and film.
- Analyze how drama from the past serves as a foundation for the present and describe the significance of the works of drama in the societies that created them.
- Demonstrate knowledge of the skills involved in the creative process through performance.

9. Will this course be part of any major(s), minor(s) or program(s)?

_____No   ___x___Yes

If yes, Indicate major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)

English Major, Part V. Electives (gen ed part?)
English Minor

10a. Will this course be part of JJ’s **general education program**? (remember to fill out the CUNY Common Core Form if part of Required or Flexible Core)

No _____   Yes ___x___ If yes, please indicate the area:

**Flexible Core:**

| A. World Cultures and Global Issues         |   |
| B. U.S Experience in Its Diversity         |   |
| C. Creative Expression                      | x |
| D. Individual and Society                   |   |
| E. Scientific World                         |   |

10b. Please explain why this course should be part of the selected area.

This course asks students to examine performative cultural productions across media and from a range of perspectives. They will read texts, watch performances of texts (both film
adaptations and staged performances, at least by classmates and ideally by professionals), and perform themselves. They will be studying these productions from inside and outside and thus will engage with the purpose and effects of texts written for performance.

10c. If yes, frequency and number of sections to be offered for General Education:

<table>
<thead>
<tr>
<th></th>
<th>Every semester</th>
<th>Fall semesters only</th>
<th>Spring semesters only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of sections</td>
<td>___</td>
<td>____</td>
<td>____</td>
</tr>
</tbody>
</table>

11. How will you assess student learning?

- Participation
- Quizzes
- Response and review papers
- Papers
- Exams

Students may write low-stakes papers such as response papers (2-3 pp.), preparatory papers (2 pp., see attached syllabus for a model of what these might look like), performance reviews (2-3 pp.), analytical papers (4-7 pp.)

12. Did you meet with a librarian to discuss library resources for the course?

Yes ___x__  No ___

- If yes, please state the librarian’s name ___Marta Bladek___
- Are there adequate resources in the library to support students’ work in the course
  Yes ___x___  No ________

- Will your students be expected to use any of the following library resources? Check all that apply.

  ➢ The library catalog, CUNY+  
  ➢ EBSCOhost Academic Search Complete ___X___
  ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) ___X___
  ➢ LexisNexis Universe  
  ➢ Criminal Justice Abstracts  
  ➢ PsycINFO  
  ➢ Sociological Abstracts  
  ➢ JSTOR  
  ➢ SCOPUS  
  ➢ Other (please name) Oxford English Dictionary Online
    http://www.lib.jjay.cuny.edu/databases/literature  

13. Syllabus – see attached
14. Date of **Department curriculum committee** approval March 30, 2015

15. **Faculty** - Who will be assigned to teach this course?

   Jay Paul Gates  
   P. J. Gibson  
   Caroline Reitz  
   John Staines

16. Is this proposed course **similar to or related to** any course, major, or program offered by any other **department(s)**? How does this course **differ**?

   __x__ No
   ____Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?

   ____Not applicable
   ____No
   __x__ Yes. If yes, give a short summary of the consultation process and results.

   Yes, I contacted Seth Baumrin in CTA. I shared the proposal with him. His response was the following: “Since we have film courses and dramatic lit courses my view is that ENG should go with its heart as we do.”

18. Will any course be **withdrawn**, if this course is approved?

   __x__ No
   ____Yes. If yes, number and name of course(s) to be withdrawn.

19. **Approvals:**

   [Signature]

   Name of Chair giving approval, Proposer’s Department
CUNY Common Core
Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 hours unless the college is seeking a waiver for a 4-credit Math or Science course (after having secured approval for sufficient 3-credit/3-hour Math and Science courses). All standard governance procedures for course approval remain in place.

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay College of Criminal Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>2XX</td>
</tr>
<tr>
<td>Course Title</td>
<td>Murder on Screen and Stage</td>
</tr>
<tr>
<td>Department(s)</td>
<td>English</td>
</tr>
<tr>
<td>Discipline</td>
<td>Literature</td>
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<td>Subject Area</td>
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<td>Credits</td>
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<td>Contact Hours</td>
<td>3</td>
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<tr>
<td>Pre-requisites</td>
<td>Eng 101</td>
</tr>
<tr>
<td>Mode of Instruction</td>
<td>Select only one:</td>
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<td>x In-person □ Hybrid □ Fully on-line</td>
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<tr>
<td>Course Attribute</td>
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<td>Select from the following:</td>
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<td>□ Freshman Seminar</td>
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<td>□ Honors College</td>
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<td>□ Quantitative Reasoning</td>
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<td>□ Writing Intensive</td>
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<td>□ Other</td>
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<td>(specify):___________________________</td>
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<tr>
<td>Catalogue Description</td>
<td>This course explores how murder has been used on screen, stage, and page to entertain, to titillate, and to critique. The course will consider how murder works in narrative and performance, and what representations of murder may mean for us, especially as they move from page to stage to screen. We will also consider questions such as: Who is a murderer? Who gets murdered? What are the consequences of murder? What does the audience or reader get out of murder stories?</td>
</tr>
<tr>
<td>Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max</td>
</tr>
</tbody>
</table>
Indicate the status of this course being nominated:

- [ ] current course  - [ ] revision of current course  - [x] a new course being proposed

### CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

<table>
<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] English Composition</td>
<td>[ ] World Cultures and Global Issues</td>
</tr>
<tr>
<td>[ ] Mathematical and</td>
<td>[ ] Individual and Society</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>[ ] US Experience in its Diversity</td>
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<tr>
<td>[ ] Life and Physical Sciences</td>
<td>[ ] Scientific World</td>
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<td></td>
<td>[x] Creative Expression</td>
</tr>
</tbody>
</table>

Learning Outcomes

In the left column explain the assignments and course attributes that will address the learning outcomes in the right column.

### C. Creative Expression

A Flexible Core course must meet the three learning outcomes in the right column.

- Students will read several texts and watch several film and stage versions of the plays that they read and consider shifts in attitude toward themes related to murder. They will consider varying attitudes between the plays, performances, and films. They will consider characters’ points of view and the reliability of characters. See especially the preparatory assignments for days 9, 16, and 18. These issues will also be fundamental to in-class discussions.

- Gather, interpret, and assess information from a variety of sources and points of view.
<table>
<thead>
<tr>
<th>discussions and student performances.</th>
<th>Students will examine particular kinds of evidence—including words, settings, and characters—learn to ask questions based on those kinds of evidence, and use them to elaborate critical literary interpretations. Students will also do historical and media-oriented analyses of the texts. See scaffolded preparatory assignments in attached syllabus.</th>
<th>• Evaluate evidence and arguments critically or analytically.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will construct arguments and support them with textual evidence. See scaffolded preparatory and paper assignments in attached syllabus.</td>
<td>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
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<tr>
<td>A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:</td>
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<tr>
<td>Students will consider fundamental concepts of drama such as genre, character, and setting. See scaffolded preparatory and paper assignments in attached syllabus.</td>
<td>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.</td>
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<td></td>
<td>• Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.</td>
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<tr>
<td>Students will demonstrate knowledge of the skills involved in the creative process through written analysis and critique of performances of a written texts. They will write both responses to performances and critical analyses of performances. Students will write papers both on the experience of developing a scene for performance and reviewing other student groups’ performances. See attached syllabus: Paper on interpretation of a scene (750-1000 words) Students will write commentaries on the decisions that went into their performances of a scene, the</td>
<td>• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.</td>
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<tr>
<td>Elements they tried to emphasize, and the interpretation they tried to elicit.</td>
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</table>
| **10% Response and review papers (500 words each)**  
Students will write response papers that emphasize the development of critical literary skills (see reading schedule for individual prompts). Students will also write analyses in response to student performances of a scene. These will emphasize the decisions that the groups made in translating the scene from words on the page to performance. |

<table>
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<tr>
<th><strong>Students will demonstrate knowledge of the skills involved in the creative process by analyzing the decisions that have gone into translating a written text to a performance. They may also have to interpret and perform a scene themselves. Students will write papers both on the experience of developing a scene for performance and reviewing other student groups’ performances. See attached syllabus:</strong></th>
</tr>
</thead>
</table>
| **10% Performance of a scene**  
Groups of students will perform a scene from one of the texts that we read. Each group will make decisions about how to translate a scene from words on the page to performance, putting an emphasis on how best to elicit from an audience the interpretation they want. |

<table>
<thead>
<tr>
<th>Paper on interpretation of a scene (750-1000 words)</th>
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</thead>
<tbody>
<tr>
<td>• Demonstrate knowledge of the skills involved in the creative process.</td>
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</tbody>
</table>
Students will write commentaries on the decisions that went into their performances of a scene, the elements they tried to emphasize, and the interpretation they tried to elicit.

10% Response and review papers (500 words each)

Students will write response papers that emphasize the development of critical literary skills (see reading schedule for individual prompts). Students will also write analyses in response to student performances of a scene. These will emphasize the decisions that the groups made in translating the scene from words on the page to performance.

- Use appropriate technologies to conduct research and to communicate.
Course Description
This course explores how murder has been used on screen, stage, and page to entertain, to titillate, and to critique. The course will consider how murder works in narrative and performance, and what representations of murder may mean for us, especially as they move from page to stage to screen. We will also consider questions such as: Who is a murderer? Who gets murdered? What are the consequences of murder? What does the audience or reader get out of murder stories?

Pre-requisite: English 101

Learning Outcomes
- Gather, interpret, and assess information from a number of texts, media, and points of view.
- Evaluate evidence and arguments critically and analytically.
- Produce well-reasoned written and oral arguments using evidence to support conclusions.
- Identify and apply fundamental concepts to theater and film.
- Analyze how drama from the past serves as a foundation for that of the present and describe the significance of the works of drama in the societies that created them.
- Demonstrate knowledge of the skills involved in the creative process through performance.

Grading
10% Participation
Students will speak in class and carry on critical and analytical dialogue with one another.

10% Performance of a scene
Groups of students will perform a scene from one of the texts that we read. Each group will make decisions about how to translate a scene from words on the page to performance, putting an emphasis on how best to elicit from an audience the interpretation they want.

10% Paper on interpretation of a scene (750-1000 words)
Students will write commentaries on the decisions that went into their performances of a scene, the elements they tried to emphasize, and the interpretation they tried to elicit.

10% Response and review papers (500 words each)
Students will write response papers that emphasize the development of critical literary skills (see reading schedule for individual prompts). Students will also write analyses in response to student performances of a scene. These will emphasize the decisions that the groups made in translating the scene from words on the page to performance.

20% Paper (1,250 words)
Students will apply the skills they developed writing response papers to writing a deeper critical analysis of a text, performance, or film.

20% Midterm Exam
Students will demonstrate that they have read, watched, and thought about the texts we have read and watched. They will demonstrate a working knowledge of the critical vocabulary that we have studied. They will demonstrate the ability to apply the critical literary vocabulary and skills to analysis in essay format.

20% Final Exam
Students will demonstrate that they have read, watched, and thought about the texts we have read and watched. They will demonstrate a working knowledge of the critical vocabulary that we have studied. They will demonstrate the ability to apply the critical literary vocabulary and skills to analysis in essay format.

Required Texts
ISBN: 978-0140436334
ISBN: 978-0141441245
ISBN: 978-0393976151

Films To Be Screened In Class
Oliver Parker, *Othello* (1995)

Attendance:
Because I value participation, I expect you to be present and punctual. Attendance is your responsibility and there is no such thing as an ‘excused absence’. You may miss up to 4 classes without penalty beyond losing participation points.
Students with Disabilities
Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L.66.00 NB (212-237-8041). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

Source: Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4th ed., City University of New York, p.3. (http://www.ijay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

Plagiarism:
Plagiarism and cheating are violations of CUNY’s policy on academic integrity:

Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source.

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrasing, summarizing, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf)

By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See also pp. 44–5 of the JJC Undergraduate Bulletin for further explanation. See also MLA Handbook, 7th ed., p. 2.

Reading Schedule
1) Introduction...to murder

Part I: Sex and Society: Gendered Violence
Sex, Marriage, and Murder
2) Middleton, The Changeling, Act 1
   Due: Response paper
Words and Interpretation: Individual words can dramatically affect the possible interpretations of a text and skillful authors deploy words in strategic ways, often weaving passages together through verbal repetitions or echoes. However, we often gloss over the craft of language while reading, focusing, instead, on plot in place of sense and structure. This is especially important when considering how a word might shift in meaning depending on its context or its relation to other words. Useful places to look for words that are key to a text are at the beginning of books/chapters/acts/scenes/sections and epithets used for characters. Choose ONE word that you think is important from either of the texts (you may consider one word that is repeated in multiple places or in various grammatical forms). Look it up in the *Oxford English Dictionary* (available through the JJC library website—DO NOT use any dictionary other than the *OED*). In no more than two pages, discuss how this word affects the meaning of the text as a whole. Things you should think about include which definitions are possible in a given context, and if more than one is, how one or another affects the meaning of the text; when a definition was actually in use and if it would be valid in the text you are discussing; the etymological subtext a word may carry.


Due: Response paper

Asking Questions: Roland Barthes suggests that interpretation is the appreciation of the plurality of a text.\(^1\) The interpretation of a text in this sense requires several steps. After achieving a basic reading of a text—who, what, where, when—the next step is to ask ‘why?’ That is, you need to pose questions of the text that you need to answer in order to fully understand it. There are several kinds of questions that you can pose, but you want to pose interpretive or research questions as opposed to factual questions. The difference between these is profound. Factual questions are things that you could look up in a dictionary (or Google) and get a satisfactory answer to move on with your reading. Interpretive or research questions are challenges to figure out the relevance of the text, what it is trying to get an audience to understand. The place to begin formulating questions is in ambiguities in the text or things that caused you confusion. Those tend to be the moments that require interpretation and they are also the points where the text is trying to get you to reflect, make choices, and through this process, learn something. Start by asking yourself the simple questions ‘what do I find confusing?’ and ‘why is that confusing?’ You will usually find clues in the structure of the text or in repetitions of language or in changes (in characters’ attitudes, in what words mean at various points in the text, general incompatibilities among scenes). The big question that you will eventually want to ask is why the lesson you are learning through the text matters, but for now, explain in no more than two pages what the confusion or ambiguity is, how the text creates it, and the effect that it has on you as a reader. Does

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it make you uncomfortable, frustrate you, leave you wanting to know something? Does it make you start guessing about possible outcomes? Can you see some kind of moral quandary in it?

5) Middleton, The Changeling
   Performance: Group 1
   Choose a murder scene from The Changeling and translate it from text on the page to a performance intended to elicit from the classroom audience a particular interpretation. Think about the elements of the scene that you want the audience to pay attention to (Is a character sympathetic? Does the victim deserve their fate? Do the characters seem to be aware of other characters’ motives? How does the setting affect the scene?)

6) Film Screening: The Changeling
   Due: Response paper
   Argument: Now that you have had practice posing questions, the next step to effectively reading and writing about literature is formulating an argument (you will want to look above at the requirements for papers for further discussion of this). This proves one of the most difficult tasks in literary analysis for many people. Simply, an interpretation of a text is an argument for how to understand it AND why that matters. If we start from the assumption that all texts are trying to teach us something, then the interpretation is an argument for what it is trying to teach us, how it does so, and why that lesson matters for the text. In no more than two pages, pose a research question about one of the texts we are reading for the week and formulate an argument about the text. Be sure to point to passages in the text that highlight ambiguities and how they direct you to interpret the text as you do.

7) The Changeling
   Due: Group 1 paper on interpretation of a scene
   Due: Group 2 review of performance

Trust: Point of View
8) Shakespeare, Othello, Act 1

9) Shakespeare, Othello, Acts 2-3
   Due: Response paper
   Evidence and interpretation: Fundamental to making an argument convincing is the use of evidence to support it. In the case of literary analysis this means quoting the text. However, for the use of textual evidence to be meaningful in terms of making an argument, you need to explain how the evidence does what you claim it does. That is, you see the language (or structure or character, etc.) as ambiguous in some sense and in need of analysis to fully explain how to understand what the text is conveying. Yet it is important to remember Roland Barthes’s premise that interpretation is the appreciation of the plurality of the text; there are multiple possible interpretations for any moment of ambiguity and you are making a case for one of those. Therefore, it is necessary to
show what the ambiguity is and then show evidence from the text that supports your interpretation (disambiguation) of that ambiguity. You need to explain how it does what you claim because your audience does not necessarily read the same way you do. Your interpretation is immediately clear to you because you have made the connections in your head. You need to make them clear to someone else. Please formulate an argument and support it with textual evidence and interpretation of that evidence in a response paper of no more than 2 pages. I would like you to provide a clear argument, and textual support. Please do some close reading, meaning of no more than 4-5 lines if possible.


11) Shakespeare, *Othello*

   **Performance: Group 2**
   Choose a murder scene from *Othello* and translate it from text on the page to a performance intended to elicit from the classroom audience a particular interpretation. Think about the elements of the scene that you want the audience to pay attention to (Is a character sympathetic? Does the victim deserve their fate? Do the characters seem to be aware of other characters’ motives? How does the setting affect the scene?)

12) Film Screening: *Othello*

13) *Othello*

   **Due: Group 2 paper on interpretation of a scene**
   **Due: Group 3 review of performance of a scene**

14) Midterm Review

15) Midterm Exam

**Part II: The Politics of Murder**

*Plots Within Plots*

16) Tourneur, *The Revenger’s Tragedy*, Act 1

   **Due: Response paper**
   Setting: Fundamental to reading drama or to watching a performance is an understanding of setting. Where is the action happening? What country? What were the relations of the author’s country and the country of the setting? What town? What do we know about it? Are the characters in public or private, in the market-place, church, the bedroom? Consider how taking into account the information supplied by the setting of ONE scene sets up how we should be reading and interpreting that scene.


Due: Response paper
Character: As we have seen in our reading for the semester up to this point, a character can fundamentally shape our experience of events and how we interpret them. Moreover, it is often the first version of a story that we hear that we will be most sympathetic to. With those statements in mind, consider the effects of character on your experience of *The Revenger’s Tragedy*. In no more than two pages write a response paper in which you make an argument and use textual evidence to support it.

19) Tourneur, *The Revenger’s Tragedy*
Performance: Group 3
Choose a murder scene from *The Revenger’s Tragedy* and translate it from text on the page to a performance intended to elicit from the classroom audience a particular interpretation. Think about the elements of the scene that you want the audience to pay attention to (Is a character sympathetic? Does the victim deserve their fate? Do the characters seem to be aware of other characters’ motives? How does the setting affect the scene?)

20) Film Screening: *The Revenger’s Tragedy*

21) *The Revenger’s Tragedy*
Due: Group 3 paper on interpretation of a scene
Due: Group 4 review of performance

22) Marlowe, *Edward II*, Act 1


Due: Response paper
Presence and absence: Although it might seem obvious, our experience of an event is profoundly affected by whether or not we see it. Watching a murder take place on the stage is far different from hearing the scream from off-stage, which is still different again from hearing a character recount the discovery of a murder. *Edward II* is notorious for its concern with visibility, or rather, making significant points through what is explicitly kept invisible. Consider one event or scene in which visibility or invisibility is important and discuss how that choice affects interpretation.

25) Marlowe, *Edward II*
Performance: Group 4
Choose a murder scene from *Edward II* and translate it from text on the page to a performance intended to elicit from the classroom audience a particular interpretation. Think about the elements of the scene that you want the audience to pay attention to.
(Is a character sympathetic? Does the victim deserve their fate? Do the characters seem to be aware of other characters’ motives? How does the setting affect the scene?)

26) Film Screening: Edward II

27) Edward II
   Due: Group 4 paper on interpretation of a scene
   Due: Group 1 review of performance

28) Final Exam Review

Due: Final paper
Throughout the semester we have been reading and performing Early Modern plays. However, we have also watched modern adaptations of the plays for the screen. What is the interest in five-hundred-year-old plays in an archaic dialect of English for a modern audience? In a final paper, choose one of the texts that we have read and reflect on some combination of the following: What is the difference in experience between reading a play and watching it on film? Are the interests of the play and of the film the same? How is murder deployed within the narrative and what does it accomplish? Do we find ourselves outraged by the murder(s) or do we see in the murder(s) justice? Do we achieve catharsis? How? You may, of course, go beyond these basic questions, but you must address the issues of murder and of the relevance of a text to the present.

29) Final exam
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee  

New Course Proposal Form  

Date Submitted 4/16/2015

When completed, email the proposal form in one file attachment for UCASC consideration and scheduling to kkiloran@jjay.cuny.edu.

1.  
a. Department(s) or program(s) proposing this course: English

b. Name and contact information of proposer(s) _______ Veronica C. Hendrick

   Email address(es) _______ vhendrick@jjay.cuny.edu
   Phone number(s) _______ 212-237-8723

2.  
a. Title of the course _______ Native American Literature

b. Abbreviated title (not more than 30 characters including spaces to appear on student transcripts and in CF) Native American Lit

c. Level of this course: ___ 100 Level ___ 200 Level ___ 300 Level ___ 400 Level

   Please provide a brief rationale for why the course is at the level:

   The reading requirements, in terms of number of pages and complexity of material, are consistent with the 300-level. The course exposes students to primary sources (within and outside the domain of literature) and to secondary sources that are also multi-disciplinary. Students are asked to recognize and apply methods of analysis used in other fields; they include: the interdisciplinary arena of Native American Literature; Political Science; and Human Rights Law. In terms of writing assignments, students are required to develop their own sophisticated arguments by drawing on and emulating a diverse body of course materials.

d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): ______ LIT

3. Rationale for the course (will be submitted to CUNY in the Chancellor’s Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

   This course should be added to John Jay College’s course offerings because it fills a significant gap in the college’s curriculum: there is no other Native American Literature course offered. Many universities have minors devoted to Native American Literature and the list is growing, with a select few offering majors in the field. Of specific relevance to John Jay College of Criminal Justice is the fact that this growth is related to the multiple ways in which Native American Literature represents issues of justice. Not
only do these works discuss the ethics of colonialism, they also investigate issues of
native sovereignty as well as treaties and Supreme Court decisions. Furthermore,
students minoring in Human Rights and Environmental Justice and Sustainability will
find this course of particular value. The connection between Environmental Justice and
the policies of US Federal Indian Laws has a long history. This connection has become
increasingly important as modern issues of land rights and land use become ever more
contentious. Conflicts over land rights track back to some of the earliest treaties
established between sovereign tribes and US government. Novels, short stories, and
political treatises capture the history of these conflicts and are well worth our students’
attention. Beyond the clear links to Law and Justice, Native American Literature is a
vibrant area of study. Literary works investigate traditional tribal life as well as the
modern extended family, themes which are at the same time uniquely Native American
also are transcendent of culture characterization. With that in mind, this course has been
constructed to focus exclusively on the experiences of the 566 Federally-recognized
Native American tribes residing in the United States and the intersection with major
cultural events in United States History.

The final point in support of adding this course to John Jay College’s offerings
comes from the students themselves. When this course was offered as an experimental
elective, it was in direct response to students’ requests. Students requested that such a
topic be taught because they felt the need for more exposure to Native American
Literature.

4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is
for a student audience and so should be clear and informative; please write in complete
sentences; we suggest not more than 75 words.)

The course will investigate Native American Literature, specifically literature coming
from the 566 Federally-recognized Native American tribes residing in the United States
of America, and its intersection with major cultural events in United States History.
Through texts representing a variety of tribal experiences and concerns, we will explore
topics such as Treaties and Relocation, Forced Assimilation and Boarding Schools, and
Resistance and Self-Determination and Environmental Justice. Through analysis of the
Native American literary genre, we will explore the way it represents tribal development.
In addition to stories of creation, we will investigate works that share unique perspectives
on the natural world and connects to sacred stories of tribal history and issues of cultural
identity in the context of United States.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have
ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites):
ENG 201

6. Number of:
   a. Class hours __3___
   b. Lab hours ___
   c. Credits ___3__
7. Has this course been taught on an **experimental basis**?
   
   ____ No  ____x__ Yes. If yes, then please provide:
   
   a. Semester(s) and year(s): Fall Semester 2011
   b. Teacher(s): Veronica Hendrick
   c. Enrollment(s): 15
   d. Prerequisites(s): Literature 230 or 231 or 232 or 233

8. **Learning Outcomes** (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?

   - Students will read texts closely, paying attention to the significance of words and syntax that are unique to Native American Literature, in order to investigate the meaning of the texts as a whole.
   - Students will identify the key elements and terms of literature, such as tone, form, point of view, figurative language, and plot structure.
   - Students will examine issues of genre through class assignments which place Native American Literature in its historical context.
   - Students will use secondary sources in support of literary analysis.
   - Students will apply one or more relevant theoretical approaches in their analysis.
   - Students will write papers that require a clear argumentative thesis, that incorporate textual evidence, and that cite secondary sources using MLA style.

9. Will this course be part of any **major(s), minor(s) or program(s)**?
   
   ____ No  ____x__ Yes
   
   If yes, Indicate major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)
   
   English Major (elective)
   Humanities and Justice Major (elective)
   English Minor (elective)
   Humanities and Justice Minor (elective)
   Sustainability and Environmental Justice Minor (elective)

10a. Will this course be part of JJ’s **general education program**?
   
   No _____ Yes _____  If yes, please indicate the area:
11. How will you **assess student learning**?
The students will assessed through two written papers, (one 5-page response paper and one 10-page research paper), a midterm exam, and a final exam.

12. Did you meet with a librarian to discuss **library resources** for the course?
   - Yes √
   - No __

   - If yes, please state the librarian’s name: Maureen Richards
   - Are there adequate resources in the library to support students’ work in the course
     - Yes x
     - No ______

   - Will your students be expected to use any of the following library resources? Check all that apply.
     - The library catalog, CUNY+  x
     - EBSCOhost Academic Search Complete  x
     - Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)  x
     - LexisNexis Universe  x
     - Criminal Justice Abstracts  x
     - PsycINFO
     - Sociological Abstracts  x
     - JSTOR  x
     - SCOPUS
     - Other (please name) ___________________________

13. **Syllabus**

   Attach a sample syllabus for this course, based on the College’s model syllabus, found at http://www.jjay.cuny.edu/ModelSyllabus.pdf - See syllabus template available in the Faculty eHandbook at: http://resources.jjay.cuny.edu/ehandbook/planning.php

14. Date of **Department curriculum committee** approval: 3/24/2015

15. **Faculty** - Who will be assigned to teach this course?
   Veronica Hendrick, Bettina Carbonell, Alexander Schlutz

16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?

   - X Yes
   - ___ No

   If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.
17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?  
   - x Not applicable  
   - No  
   - Yes. If yes, give a short summary of the consultation process and results.

18. Will any course be **withdrawn**, if this course is approved?  
   - x No  
   - Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:

   [Signature]

Name of Chair giving approval, Proposer’s Department
John Jay College of Criminal Justice, CUNY
524 West 59th. Street New York, NY, 10019
Syllabus for LIT 3XX: Native American Literature

Professor: Dr. V. Hendrick
Office: New Building: 7.63.15
Semester: Fall 2011
Office Hours: Tuesdays 2:00-3:00 and by appointment
Course Code: LIT 3XX
Phone: (212) 237-8723
Course Section: 02
e-mail: vhendrick@jjay.cuny.edu
Classroom: W 107

Class time: 12:15 - 1:30 PM

Final Exam: 12/22/2011
Course Prerequisite: ENG 201

Course Description: The course will investigate Native American Literature, specifically literature coming from the 566 Federally-recognized Native American tribes residing in the United States of America, and its intersection with major cultural events in United States History. Through texts representing a variety of tribal experiences and concerns, we will explore topics such as Treaties and Relocation, Forced Assimilation and Boarding Schools, and Resistance and Self-Determination and Environmental Justice. Through analysis of the Native American literary genre, we will explore the way it represents tribal development. In addition to stories of creation, we will investigate works that share unique perspectives on the natural world and connects to sacred stories of tribal history and issues of cultural identity in the context of United States.

Learning Objectives
- Students will learn to read texts closely, paying attention to the significance of words, syntax, and their contribution to the meaning of the texts as a whole.
- Students will identify the key elements and terms of literature, such as tone, form, point of view, figurative language, and plot structure in your analysis of literature.
- Students will become familiar with issues of genre and its conventions within an historical context.
- Students will learn to use secondary sources in support of literary analysis.
- Students will apply one or more theoretical approaches in their analysis.
- Students will write papers that require a clear argumentative thesis, that incorporate textual evidence, and that cite secondary sources using MLA style.

Course Readings: You do not need to purchase the books with the asterisks (**). We will be reading selections from these texts and portions will be provided on Blackboard.

**Supplemental Reading: Selections from the fields of Native Studies, Political Theory, Human Rights Law, and Native American history will be provided on blackboard.
**Standing Bear, Luther. My People the Sioux. Lincoln: Bison, 2006. 0803293321

Approved by UCASC, March 18, to College Council, April 20, 2016


**Policy on Attendance and Participation:**
If you miss more than four classes, you fail this course. You may use these days anyway you please; however, if you miss more than four classes, in order to be excused, you will need to provide documentation for all days missed. (So, a doctor’s note for a missed 5th class will only count if you have documentation for the first 4 missed classes as well.)

It is expected that you come to class fully prepared to discuss the material outlined for that day’s meeting. You are also expected to maintain classroom decorum befitting the college environment. There will be absolutely no cell phone or other noise-producing gadgets in class. Similarly, if you do arrive late to class, please be as unobtrusive as possible. Please respect the classroom environment by keeping your feet off the chair seat in front of you, eating food before or after class, and removing any trash.

The course content spans many political, religious, and artistic movements. It is important that all students remain conscious of the impact of their comments. Although I hope that we have a lively classroom environment, I want to emphasize the need for classroom etiquette. This extends beyond “political correctness.”

**The Writing Center:** The Alan Siegel Writing Center, located in Room 01.68 NB, is a service that provides free tutoring to students of John Jay. The Writing Center is a valuable resource for any student of writing, and I encourage you to use it. If you are given a Referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

**Americans with Disabilities Act (ADA) Policies:** Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS. It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

**Plagiarism:** Plagiarism and cheating are violations of CUNY’s policy on academic integrity ([http://www.jjay.cuny.edu/academics/762.php#Plagiarism](http://www.jjay.cuny.edu/academics/762.php#Plagiarism))

By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See also pp. 44-5 of the JJC Undergraduate Bulletin for further explanation. I do fail students for plagiarism. The course will be using Turnitin.com. If you have not used Turnitin.com before, you must first register for this free service, then enroll in the course.  

Class ID:  4275225    Password:  29002
Assessment:
The course grade is based upon 4 marks.
- Paper I: 20% of your grade.
  - This paper is a short response paper.
  - This will focus upon in class material and will have an argumentative thesis.
  - 5-7 pages
  - All papers need to be handed in as a hard copy, typed, stapled, and in keeping with the MLA guidelines.
  - You must also submit your paper to Turnitin.com
- Paper II: 20% of your grade.
  - This paper is an argumentative research paper.
  - This will be a research topic of your own choosing.
  - 10 pages
  - All papers need to be handed in as a hard copy, typed, stapled, and in keeping with the MLA guidelines.
  - You must also submit your paper to Turnitin.com
- Blackboard Discussion Forum Participation: 10%
- The Mid-Term Exam: 25% of your grade.
- The Final Exam: 25% of your grade.

The Mid-Term Exam:
Your Mid-Term exam is a comprehensive exam—this means that you will be asked question about material from the first day of class. It will consist of two thematic questions which you must answer in an essay-like form.
  • The first question will ask you to address issues from the first four weeks of class, and the second essay will focus upon the remainder of the course material form that point forward until the day before the exam.
  • Each essay is worth 50 points

The Final Exam:
Your final exam is a comprehensive exam—this means that you will be asked question about material from the first day of class.
Your final exam is a two part exam:
  1. The first part is multiple choice.
  2. The second part contains two thematic questions which you must answer in an essay-like form.
  • The first question will ask you to address issues from the first nine weeks of class, and the second essay will focus upon the remainder of the course.
  • Each essay is worth 25 points.

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**UNIT I: Treaties and Relocation in Early America**

1. **First day of Class: Syllabus review +**
   - Introduction to Native American Oral Literatures: “The Origin of Stories” (Seneca); Songs of Love; Songs of War (Selections)

**Weekly topic: Comparative Colonial Perspectives**

2. **Narrative: Excerpts from the Captivity of Mary Rowlandson. See Blackboard.**

Discussion Forum—Blackboard Assignment

**Cherokee Removal—Part I**

5. **Fiction: Conley, Robert (Cherokee). Mountain Windsong: A Novel of the Trail of Tears. 1-66**

Discussion Forum—Blackboard Assignment

**Cherokee Removal—Part II**

6. **Fiction: Conley, Robert (Cherokee). Mountain Windsong: A Novel of the Trail of Tears. 67-End**
7. **Political Commentary/Theory: Vine Deloria (Standing Rock Sioux). Custer Died For Your Sins. 78-100.**

Discussion Forum—Blackboard Assignment

**Trouble with Translation**

9. **EXAM I**

**UNIT II: The Reservation System, Forced Assimilation, and Boarding Schools,**

**Boarding Schools**

10. **Narrative: Luther Standing Bear (Lakota). My People the Sioux. 49-89**
    - Luther Standing Bear (Lakota). My People the Sioux. 133-177.

Discussion Forum—Blackboard Assignment

**Reservation System**

12. **Political Commentary/Theory: Vine Deloria (Standing Rock Sioux). Custer Died For Your Sins. 28-77.**
13. **Political Commentary/Theory: Vine Deloria (Standing Rock Sioux). Custer Died For Your Sins. 101-146.**
   - **Argumentative paper topics- in class review**

Discussion Forum—Blackboard Assignment

**Forced Assimilation**

**Discussion Forum—Blackboard Assignment**

**Forced Assimilation Continued**

| 17 | Fiction: Sherman Alexie (Spokane/Coeur d'Alene). *Ten Little Indians*. 156-175. |

Short Paper Due

| 18 | Fiction: N. Scott Momaday (Kiowa). *The Way to Rainy Mountain* |
| 19 | Fiction: N. Scott Momaday (Kiowa). *The Way to Rainy Mountain* |

**Discussion Forum—Blackboard Assignment**

**UNIT III: Resistance, Self-Determination, and Environmental Justice**

**Oral Tradition**

| 18 | TH Fiction: N. Scott Momaday (Kiowa). *The Way to Rainy Mountain* |
| 19 | TU Fiction: N. Scott Momaday (Kiowa). *The Way to Rainy Mountain* |

**Discussion Forum—Blackboard Assignment**

**Resistance**

| 20 | TH Fiction: N. Scott Momaday (Kiowa). "The Man Made of Words," in Indian Voices: The First Convocation of Indian Scholars, pp 48-84. (Blackboard) |

Long Paper Review—Bring new topics to class


Annotated Bibliography for Final paper

**Self-Determination**


**Discussion Forum—Blackboard Assignment**

**Environmental Justice**

| 24 | TH Museum Day |
| 26 | TH Fiction: Leslie Marmon Silko (Laguna). *Ceremony*. 116-176 |

Museum extra credit due

| 27 | TU Fiction: Leslie Marmon Silko (Laguna). *Ceremony*. 176-223 |

Paper workshop—bring full draft to class.

**Discussion Forum—Blackboard Assignment**

**Environmental Justice Continued**

Approved by UCASC, March 18, to College Council, April 20, 2016
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JOHN JAY COLLEGE OF CRIMINAL
JUSTICE The City University of
New York
Undergraduate Curriculum and Academic Standards
Committee

New Course Proposal
Form

Date Submitted: March 24, 2015

When completed, email the proposal form in one file attachment for UCASC consideration and scheduling to kkilloran@jjay.cuny.edu.

1. a. Department(s) or program(s) proposing this course: Philosophy, Mathematics and Computer Science

   b. Name and contact information of proposer(s) Enrique Chávez-Arvizo
      Jonathan Jacobs, Douglas Salane

      Email address(es) echavezarvizo@jjay.cuny.edu,
      jojacobs@jjay.cuny.edu, dsalane@jjay.cuny.edu,

      Phone number(s) (Jacobs) 646-557-4531, (Salane) 212-237-80xx

2. a. Title of the course: Ethics and Information Technology

   b. Abbreviated title (not more than 30 characters including spaces to appear on student transcripts and in CF) Ethics & Info Technology

   c. Level of this course _____ 100 Level _X_ 200 Level _____ 300 Level _____ 400 Level

   Please provide a brief rationale for why the course is at the level:

   Early exposure to the framework for the analysis of ethical questions is valuable for students majoring in computer science and in philosophy as a basis for more complete understanding of the content of higher-level courses. Students at the 200 level have completed their initial writing courses and have had exposure to the application of theory to practical problems in other social science courses. Ethics and Information Technology is an applied ethics course and will give students guidance in the discernment of potential ethical issues and practice in the development and analysis of such issues. It is important that computer science students are introduced to frameworks for ethical reasoning before they engage in the more detailed subject matter of the major. Computer Science students would not have been expected to

Approved by UCASC, March 18, to College Council, April 20, 2016
have taken any philosophy courses prior to this required course.

d. **Course prefix** to be used (i.e. ENG, SOC, HIS, etc.): __PHI__________

3. **Rationale** for the course (will be submitted to CUNY in the Chancellor’s Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

From the perspective of the Philosophy Department, it is valuable for students to have an opportunity to consider current problems in information technology and the "connected world" using the methods of ethical inquiry. This proposed course complements other department offerings in the field of ethics (PHI 210, Ethical Theory; PHI 310, Ethics and Law; PHI 321, Police Ethics; and PHI 322, Judicial and Correctional Ethics) and offers students the opportunity for a concentration in ethical theory.

From the perspective of the Department of Mathematics and Computer Science

The Ethics and Information Technology course is a required course in the recently revised Computer Science and Information Security major. As developers of systems that can have a significant impact on people’s lives and as caretakers and managers of sensitive personal information, students must be ready to discern, consider and make decisions about the ethical challenges that now are an integral part of the IT profession. This course will help students achieve the ethics learning objective of the major: **Understand the ethical considerations computer professionals encounter as custodians of sensitive data and designers of critical systems.**

4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

This course will provide an introduction to the primary philosophical frameworks for reasoning about global problems of applied ethics in information, communication, and computer technology use – from surveillance, free speech, privacy, intellectual property, hacking, distributed denial of service, whistleblowing, cybercrime, cyberterrorism, and the digital divide, to ethics in social networking and online communities. The course will discuss the ethical responsibilities of information technology students, professionals and users, and promote responsible use of technology.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites):

   **ENG 101**

6. **Number of:**
   a. Class hours ___3___
   b. Lab hours ___0___
   c. Credits ___3___

Approved by UCASC, March 18, to College Council, April 20, 2016
7. Has this course been taught on an experimental basis? No _____
   Yes. If yes, then please provide:
   a. Semester(s) and year(s): SP15, FA15, SP16
   b. Teacher(s): Margaret Leland Smith
   c. Enrollment(s): SP 2015 – 26 (limit was 28)
      FA 2015 – 20 (limit was 28)
      SP 2016 – 26 (limit was 28)
   d. Prerequisites(s): ENG 101

8. Learning Outcomes (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?

Students will:
1. Learn to apply the leading frameworks for reasoning about global ethical issues related to information, communication, and computer technologies in required essays, a midterm exam and a final exam.
2. To explore current issues in information technology policy to discern and explore the ethical questions that arise about new technologies through discussion and writing.
3. To engage with fellow students in a learning environment centered on ethics and ethical decision making through writing blog posts and reading and commenting on the posts of other students.
4. To investigate students’ ethical responsibilities as members of an information global community – whether in practice as students or professionals.

Upon successful completion of the course, students will:
1. Understand various ethical theories and ethical decision-making models.
2. Respond to and apply appropriate decisions around ethical issues in an array of information and technology practices.
3. Participate appropriately and ethically in the information global community.

9. Will this course be part of any major(s), minor(s) or program(s)?
   No X Yes

If yes, Indicate major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)
   Major: Computer Science and Information Technology, Required Core
   Minor: Computer Science, optional elective
   Major: Philosophy, Area Studies II (Ethics and Value Theory)
   Minor: Philosophy, Optional elective

10a. Will this course be part of JJ’s general education program?
   No X Yes
11. How will you assess student learning?

Assessment in Ethics in Information Technology is based on three modalities: three short essays, four blog posts, and midterm and final examinations. Understanding ethical issues, engaging in dialogue with others, and reasoning about resolutions to these issues involves use of a shared language, elucidation of the presumed conflicting “goods” presented by the situation, and strategies for analysis, or “models.” The short essays require students to expound, illustrate, and critically assess theories and models for the resolution of applied ethical problems that are taught in this class in the context of specific situations in the field of information technology. In contrast, the blog posts require students to reflect, develop sensitivity to the nuances of the values of privacy, security, private property and technology’s potential for social connectedness. The creativity, reflection and dialogue required by the blog posts prompts discernment necessary for reasoning and writing about current ethical questions in the use of information technology in a more informal way. The midterm and final examinations assess students’ capacity to explore the dimensions of problems and reason using basic components of applied normative ethical views in the context of information technology problems.

12. Did you meet with a librarian to discuss library resources for the course?
   No____ \ YES

- If yes, please state the librarian’s name__Bonnie Nelson____
  - Are there adequate resources in the library to support students’ work in the course__X___YES

Will your students be expected to use any of the following library resources? Check all that apply.

- The library catalog, CUNY+ __X__
- EBSCOhost Academic Search Complete __X__
- Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) __X__
- LexisNexis Universe __X__
- Criminal Justice Abstracts __

- PsycINFO __
- Sociological Abstracts __
- JSTOR __X__
- SCOPUS __
- Other (please name) __

Approved by UCASC, March 18, to College Council, April 20, 2016
13. **Syllabus**

Attach a sample syllabus for this course, based on the College’s model syllabus, found at [http://www.jjay.cuny.edu/ModelSyllabus.pdf](http://www.jjay.cuny.edu/ModelSyllabus.pdf) - See syllabus template available in the Faculty eHandbook at: [http://resources.jjay.cuny.edu/ehandbook/planning.php](http://resources.jjay.cuny.edu/ehandbook/planning.php)

14. Date of **Department curriculum committee** approval March 18, 2015

15. **Faculty** - Who will be assigned to teach this course? **Enrique Chávez-Arvizo**

16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?

   - **X** No
   - **Yes**. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?

   - **X** Not applicable
   - **No**
   - **Yes**. If yes, give a short summary of the consultation process and results.

18. Will any course be **withdrawn**, if this course is approved?

   - **X** No
   - **Yes**. If yes, number and name of course(s) to be withdrawn.

19. Approvals:

   **Jonathan Jacobs**
   Chair, Philosophy Department

   **Mary Anne McClure**
   Philosophy Major/Minor Coordinator giving approval (if necessary)

   **Douglas Salane**
   Name of Chair or Major Coordinator, Affiliated Department giving approval (if necessary)

Approved by UCASC, March 18, to College Council, April 20, 2016
Course Description

This course will provide an introduction to the primary philosophical frameworks for reasoning about global problems of applied ethics in information, communication, and computer technology use – from surveillance, free speech, privacy, intellectual property, hacking, distributed denial of service, whistleblowing, cybercrime, cyberterrorism, and the digital divide, to ethics in social networking and online communities. The course will discuss the ethical responsibilities of information technology students, professionals and users, and promote responsible use of technology.

These questions arise as persons, information objects and social computing technologies interact. Students should expect to create work for this course in several media. Students will be encouraged to reflect on their own experiences, respond to the posts of other students, and to consider how we understand personal identity. The course will explore models and norms of ethical decision-making – the strategies for the determination of what is “good” from traditional and contemporary thinkers. Throughout the semester, we will consider whether the current information technology environment presents a challenge to these prior ethical norms, or whether the questions about human behavior in this context are not fundamentally different from questions about human behavior in other social contacts.

Course Objectives:  Students will:

1. Learn to apply the leading frameworks for reasoning about ethical issues related to information, communication, and computer technologies in required essays, a midterm exam and a final exam.

2. To explore current issues in information technology policy to discern and explore the ethical questions that arise about new technologies through discussion and writing.

3. To engage with fellow students in a learning environment centered on ethics and ethical decision making through writing blog posts and reading and commenting on the posts of other students.

4. To investigate students’ ethical responsibilities as members of an information global community – whether in practice as students or professionals.

Required Text
Ethics and Technology
Controversies, Questions and Strategies for Ethical Computing (3rd or 4th Edition)
Herman T. Tavani
Published by John Wiley & Sons, Inc. ISBN: 978-0-470-50950-0

Additional Readings available on Blackboard (examples listed in order of use)
Gurses, Fahriye Seda. Multilateral Privacy Requirements Analysis in Online Social Network Services, dissertation, Catholic University of Louven.

Assessment in PHI 392.01

Grades will be based on attendance and participation, a series of essays, blog posts and commentaries, a midterm and a final exam. A final paper may be proposed as an alternative to the final exam for students who have demonstrated facility with the material. Attendance for all classes is required.
Final grades will be based on the following:

- Attendance and participation in class discussion 10%
- Essays, blog posts and comments (each worth 5%) 35%
- Midterm exam 20%
- Final Exam – essay exam to be written in a computer lab 35%

Explanation of the required essays

Essay 1 (due in Week 3) – Students are required to evaluate three technology-based scenarios using a specific philosophical perspective and identify and explore the values implicit in the actions described.

Essay 2 (due in week 7) – The IOT stands for the “Internet of Things” – the increasingly networked environment. Students are asked to consider the implications of the IOT given specific levels of technological development.

Essay 3 (due last week of class) – The “digital divide” has been proposed as a new form of world-wide discrimination. Students will consider the evidence for the “digital divide” and the discuss policies that may exacerbate or mitigate these distinctions.

The essays build on the models for ethical analysis that students have read in the text and the assigned articles. Students therefore have specific guidelines and apply these proposed guidelines to specific situation.

Explanation of the Blog posts

The Blogs in Ethics and Information Technology are used to provide a forum for open discussion of these often-sensitive topics that also provides anonymity for students. Students may choose to use an “alias” known only to the instructor for their blog posts – in order to post entries and comment on the ideas of others anonymously. The blogs are meant to encourage students to explore their own values and intuitive responses to the concepts of privacy and security, to the ethical status of internet objects, to the democracy-based arguments for open-source software, and to the implications of the once-extraordinary, now-ordinary connectedness of internet-based social media.

The blog posts have a different and often more demanding objective: the students give reflective consideration to the core components of complex concepts like privacy and security. They are asked to use their own experiences and develop a more articulated understanding of how these issues are to be understood, and then to express these ideas and respond to the posts of other students.

Words of Caution: ATTENDANCE  My experience in years of teaching courses is unmistakable: Students who do not attend class regularly do not do well.
### Table of Grades in use at John Jay College - 2014

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### Course Schedule – Spring 2016

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• Get acquainted with the coursepage  
• Start Essay Assignment 1  
**To Read:**  
• Tavani, Ch. 1 (Introduction to Cyberethics: Concepts, Perspectives and Methodological Frameworks) |
|            | • Framing the discussion: important terms and definitions  
• “Cyberethics” as “Applied Ethics” – three models  
• Methodology for analysis  
• Current examples | |
| **February 11 & 16** | **Overview of Classical and Contemporary Models of Ethics** | **To Do:**  
• Work on Essay Assignment 1  
**To Read:**  
• Tavani, CH 2 (Ethical Concepts and Ethical Theories: Establishing and Justifying a Moral System) |
|            | • Sources of the “good”  
• Kant & the "good will"  
• Mill and the concept of utility  
• Virtue-based ethics | |
| **February 18** | **A Professional Ethics for IT?** | **To Do:**  
• Submit Essay Assignment 1  
• Begin Blog 1 on Privacy  
**To Read:**  
• Tavani, CH 4 (Professional Ethics, Codes of Conduct and Moral Responsibility) |
|            | • Unique situation?  
• Codes of Conduct  
• Sad state of whistle-blowers  
• Value-sensitive design | |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
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| February 23 & 25 | Privacy and Security in Cyberspace  
  - Privacy as a value  
  - Impact of “Big Data”  
  - Apple vs USDOJ  
  - Engineering privacy |  
  To Do:  
  - Privacy Blog post / comment  
  To Read:  
  - Tavani, CH 5 (Privacy and Cyberspace) |
| March 1 & 3 | More about Big Data and Database Integration and Security  
  - Overview of Data Mining  
  - Database Integration issues |  
  To Do:  
  - Start Essay Assignment 2  
  To Read:  
  - Tavani, CH 6 (Security in Cyberspace) |
| March 8 & 10 | Data and Network Security – International issues  
  - State security technologies  
  - Warfare, “Terrorism”& Crime  
  - North Korea & Iran |  
  To Do:  
  - Start Security Blog post / comment  
  To Read:  
  - Additional Readings |
| March 15 & 17 | Cybercrime  
  - Ethics status of a “hack”  
  - Hacking for profit  
  - Stalking and menacing  
  - Cyberwarfare |  
  To Do:  
  - Complete Essay Assignment 2  
  - Complete Security Blog post / comment  
  To Read:  
  - Tavani, CH 7 (Cybercrime and Cyber-related crimes) |
| March 22 | Midterm Review |  
  To Review:  
  - Tavani– CH1, CH2 and CHs 5 - 9 |
| March 24 | Midterm exam |  
  Tavani – Chapters 1, 2, 4, 5, 6, 7 |
| March 29 & 31 | Intellectual Property (IT)  
  - Conceptions of property  
  - Digital Objects as property  
  - What do programmers own?  
  - Open-source software  
  - Reproducing images |  
  To Do:  
  - Start Cybercrime Blog post / comment  
  To Read:  
  - Tavani, CH 8 (Intellectual Property Disputes in Cyberspace) |
| April 5 & 7 | Regulating Commerce and Speech  
  - Regulation: Architecture or content?  
  - Spam filters |  
  To Do:  
  - Cybercrime Blog post / comment  
  To Read:  
  - Tavani, CH 9 (Regulating |
<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>To Do</th>
<th>To Read</th>
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<tbody>
<tr>
<td>April 12 &amp; 14</td>
<td>Cybercurrencies &amp; the “dark web”</td>
<td>To Do: Readings on Blackboard</td>
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<tr>
<td>April 19</td>
<td>“Cybercommunities” and Virtual Reality</td>
<td>To Do: Complete Cybercrime Blog post</td>
<td>To Read: Tavani, CH 11 (Community, Personal Identity and Our Sense of Self in Cyberspace)</td>
</tr>
<tr>
<td>April 21</td>
<td>Information Technologies and Biologic/Genetic Data</td>
<td>To Do: Start Essay Assignment 3</td>
<td>To Read: Readings on Blackboard</td>
</tr>
<tr>
<td>May 3 &amp; 5</td>
<td>Emerging Technologies (ET) – Quantum Computing, Brain Mapping, Nanotechnologies</td>
<td>To Do: Begin ET Blog Post</td>
<td>To Read: Tavani, CH 12 (Ethical Aspects of Emerging and Converging Technologies)</td>
</tr>
<tr>
<td>May 10 &amp; 12</td>
<td>Revisiting the balance of Privacy &amp; Security</td>
<td>To Do: Complete ET Blog post</td>
<td></td>
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<tr>
<td>May 17</td>
<td>Course Review</td>
<td>To Do: Essay Assignment 3 due</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>Final Exam</td>
<td>Exam covers all course material</td>
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**Statement of the College Policy on Plagiarism**

Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source.

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a
student of responsibility for plagiarism.

It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. *(John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards)*

**Americans with Disabilities Act (ADA) Policies**

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee  

Course Revision Form  

Date Submitted: March 1, 2016  

1. Name of Department or Program: Law, Police Science, and Criminal Justice Administration  

2. Contact information of proposer(s):  
   Name(s): Heath Grant  
   Email(s): hgrant@jay.cuny.edu  
   Phone number(s): (212) 393-6377  

3. Current number, title, and abbreviated title of course: CJBS 250; Research Methods and Statistics in Criminal Justice  

4. Current course description:  
   This course will present the research process, types of studies, appropriate descriptive statistical techniques and guidelines for formulating research questions and testable hypotheses. It will also review how to decide on an appropriate population for study, how variables are constructed, and how data are collected and organized, and discuss sampling methods and sample size. A variety of research methods will be covered, including experimental, quasiexperimental and survey methods, as well as other forms of data collection and the use of existing databases. Students will also be exposed to qualitative methodologies including ethnography, observation, content-analysis, and interviewing techniques.  
   a. Number of credits: 3  
   b. Number of class hours (please specify if the course has lab hours): 3  
   c. Current prerequisites: ENG 101; CJBS 101; and Math 108 or Math 141 or MAT 241 or STA 250 (or higher)  

5. Describe the nature of the revision:  
   - Adding additional math course as an alternative pre-requisite for CJBS 250  

6. Rationale for the proposed change(s):  
   After several semesters offering the course, proposers feel that it is time to expand the requirement of Math 108 (or higher) as a pre-requisite for the course. Given the short timeframe available to teach both research methods and statistics, assessment findings reveal that the most successful sections teach statistics from a more theoretical perspective (offering a critical analysis of which statistical procedure to use and why given a particular research
question and level of measurement). For this, math 108 skills specifically are not necessary. The Math and Law and Police Science departments agree that students would be prepared by also taking MAT 105 College Algebra. Moreover, requiring Math 108 causes a significant block for students to get into this course currently, and thus the later core courses of 300 and 415. This creates essentially a two-year sequence for students. Students who don’t take MAT 108 often have their graduation delayed or end up taking the upper level required courses simultaneously. This is not optimal. Expanding math pre-requisite options will resolve this problem. This will also eliminate many students from having TAP Certification problems with the Financial Aid Office.

7. Text of proposed revisions (use NA, not applicable, where appropriate):

   a. Revised course description: n/a
   b. Revised course title: n/a
   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): n/a
   d. Revised learning outcomes: n/a
   e. Revised assignments and activities related to revised outcomes: n/a
   f. Revised number of credits: n/a
   g. Revised number of hours: n/a
   h. Revised prerequisites: ENG 101; CJBS 101; and MAT 105 or MAT 108 or MAT 141 or MAT 241 or STA 250 (or higher)

8. Enrollment in past semesters: about 20 sections are offered every semester and all run essentially fully enrolled at 36 students per section.

9. Does this change affect any other departments?
   ___ No   ___X Yes (if so what consultation has taken place)?

   Given the significant number of students in the CJBS major, large numbers of students end up taking Math 108 in the Math department. Chair Ric Curtis met with the Chair of Math and received his approval for this change.

10. Date of Department or Program Curriculum Committee approval: February 25, 2016

11. Approval of Department Chair(s) or Program Coordinator(s) proposing this revision:

   Ric Curtis, Interim Chair, Law and Police Science
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee  

Course Revision Form  

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form). For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core or John Jay College Option Form.

Date Submitted: February 4, 2016  

1. Name of Department or Program: Humanities and Justice  

2. Contact information of proposer(s):  
   
   Name(s): Allison Kavey  
   Email: akavey@jjay.cuny.edu  
   Phone number(s): 845 269 2030  


4. Current course description:  

A course in which the student develops the ability to design advanced research projects drawing on the methodologies and practices of the humanities. Designed as a “studio” or workshop course, the seminar’s activities will be built around the research interests of the students as they develop topics and methodologies for the senior thesis in the Humanities and Justice major. The final product of the course will be a prospectus for the senior thesis that is acceptable to the seminar instructor.

a. Number of credits: 3  

b. Number of class hours (please specify if the course has lab hours): 3  

c. Current prerequisites: ENG 201, HJS 315, and 9 credits completed in Part Two: The Disciplinary Component of the Humanities and Justice major  

5. Describe the nature of the revision: Change the purpose of the course from the first half of a two semester thesis course to a skills course in literary, historical, and philosophical approaches to scholarly literature review. We are also dropping the 9 credit requirement from the disciplinary component of the major as a course pre-requisite because CUNYfirst cannot discern when students have taken those courses.
6. Rationale for the proposed change(s): Our outcomes assessment of the required skills courses for this major has shown us that our students need more time devoted specifically to learning the skills of reading and synthesizing formal scholarly writing and practicing research skills. One class devoted to both, currently HJS 315, is not sufficient to accomplish this important task. This change will allow HJS 315 to function solely as a research methods course, devote an appropriate semester (as is done in the English and History majors) to scholarly literature synthesis, and give students the skills they need to write better thesis papers in the more traditional one semester format.

7. Text of proposed revisions (use NA, not applicable, where appropriate):

   a. Revised course description:

   This course introduces students to the scholarly approaches most frequently used in literature, history, and philosophy. Students will develop the important skill of critically reading scholarly prose and producing a synthesis of a variety of academic approaches to a specific question or topic. It provides students with an opportunity to interrogate disciplinary scholarship in an interdisciplinary manner: students will be asked to use approaches from all three disciplines to identify and critique the methods, strengths, and weaknesses within the disciplines and learn to produce a more complete scholarly synthesis than is possible from a single disciplinary perspective.

   b. Revised course title: Reading Scholarship in Humanities and Justice

   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): Read Scholarship in Hum&Justice

   d. Revised learning outcomes: Students will:

   - Demonstrate the ability to critically read and synthesize scholarship in the disciplines of history, philosophy, and literature.
   - Identify internal disciplinary weaknesses from an interdisciplinary perspective.
   - Write a formal literature review that reflects a sophisticated synthesis of literature from three disciplines and produce an interdisciplinary response to the strengths, weaknesses, and gaps in the literature.

   e. Revised assignments and activities related to revised outcomes

   Write scholarly literature reviews in each discipline, and then a mature interdisciplinary literature review on a topic or question of the student’s choice.

   f. Revised number of credits: no change

   g. Revised number of hours: no change

   h. Revised prerequisites: ENG 201, HJS 315

8. Enrollment in past semesters: 20-30 students
9a. Will this course be offered as part of the new JJ General Education program (Common Core or College Option)?

   No ___ X ___   Yes _____   If yes, please indicate the area:

10. Does this change affect any other departments?

   ___ X ___ No       _____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: February 4, 2016

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:

   Kyoo Lee, Major Coordinator, Humanities and Justice
DATE: January 29, 2016

TO: Dara Byrne, Interim Dean
    Kathy Killoran, Executive Academic Director
    Undergraduate Studies

FROM: Angela Crossman, Chair
      On Behalf of the Psychology Department Curriculum Committee

RE: ANT/PSY/SOC 450

I am writing on behalf of the Psychology Department Curriculum Committee. We approve removing the PSY from the cross-listing of the course ANT/PSY/SOC 450: Major Works in Deviance and Social Control. We also consulted with the Chairs of the Anthropology and Sociology Departments and they agreed to dropping the cross-list, as did Prof. Ric Curtis.

Changes:

(1) We request that the Course ANT/PSY/SOC 450 – Major Works in Deviance and Social Control remove the PSY cross-listing. This is a course that does not count toward the Forensic Psychology major or Psychology minor and is only open to Culture and Deviance Studies majors.

(2) We request that CUNY First/DegreeWorks remove ANT/PSY/SOC 450 as an option for the Forensic Psychology major, as it no longer counts toward the Forensic Psychology major. This incorrect listing creates confusion for Forensic Psychology majors.

Rationale:
As noted above, the rationale for this change is:

(1) This course is only open to Culture and Deviance studies majors
(2) The course does not count toward the Forensic Psychology major or Psychology minor.
(3) The course being listed incorrectly in CUNY First/DegreeWorks and the cross-listing can be confusing to Forensic Psychology majors.

Approved by UCASC, Feb 19, to College Council, April 20, 2016

117
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

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Date Submitted: 12/9/2015

1. Name of Department or Program: Department of Modern Languages and Literatures

2. Contact information of proposer(s):

   Name(s): Aida Martinez-Gómez
   Email(s): amartinez-gomez@jjay.cuny.edu
   Phone number(s): 212.621.3755

3. Current number and title of course: SPA 330 – Translating II

4. Current course description:

   Translating II reviews and reinforces translation techniques and problem-solving strategies acquired in previous courses, which will be applied to specialized texts in the legal, medical, business and technical fields. Different types or genres of specialized texts will be covered, and special emphasis will be made on their linguistic, textual and discursive conventions. The main resources for translators in each specific field will also be reviewed and assessed.

   a. Number of credits: 3

   b. Number of class hours (please specify if the course has lab hours): 0

   c. Current prerequisites: ENG 201, SPA 230, SPA 231, and SPA 250

5. Describe the nature of the revision (what are you changing?): Change prerequisites to ENG 201, SPA 230 Translating I, and SPA 231 Interpreting I. We are removing SPA 250 Spanish for Criminal Investigation from the prerequisites.

6. Rationale for the proposed change(s):

   In order to create coherence within the new Spanish major, the proposed change will make the prerequisites for all the 300-level courses in the concentration in Translation and Interpretation the same, and will streamline the progress of our students through the program. This also gives

Approved by UCASC, Feb 18 to College Council, April 26, 2016
students more flexibility to move onto the 300-level courses. SPA 250 can be taken simultaneously with some of these 200- and 300-level courses.

7. Text of proposed revisions (use NA, not applicable, where appropriate):
   a. Revised course description: NA
   b. Revised course title: NA
   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): NA
   d. Revised learning outcomes: NA
   e. Revised assignments and activities related to revised outcomes: NA
   f. Revised number of credits: NA
   g. Revised number of hours: NA
   h. Revised prerequisites: ENG 201, SPA 230 and SPA 231

8. Enrollment in past semesters: Spring 2015: 19

9a. Will this course be offered as part of the new JJ General Education program (CUNY Common Core or College Option)? (reminder - complete the CUNY Common Core or JJ College Option form if appropriate)
   No _X____ Yes _____ If yes, please indicate the area:

10. Does this change affect any other departments?
    ___X___ No ______ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: November 18, 2015

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
    Silvia G. Dapía
Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form). For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core or John Jay College Option Form.

Date Submitted: 12/9/2015

1. Name of Department or Program: Department of Modern Languages and Literatures

2. Contact information of proposer(s):

   Name(s): Aida Martínez-Gómez
   Email(s): amartinez-gomez@jjay.cuny.edu
   Phone number(s): 212.621.3755

3. Current number and title of course: SPA 333 – Interpreting II

4. Current course description:

   This is an intermediate course designed to develop interpreting proficiency for education, medical, and legal settings. Topics covered include consecutive interpreting and sight translation skills, glossary building, code of ethics, analysis and assessment of interpreting performance. This course has a lecture component but the majority of the time is used in developing accurate interpreting skills through practice and analysis.

   a. Number of credits: 3

   b. Number of class hours (please specify if the course has lab hours): 3

   c. Current prerequisites: ENG 201, SPA 230, SPA 231, and SPA 250

5. Describe the nature of the revision (what are you changing?): Change prerequisites to ENG 201, SPA 230 Translating I, and SPA 231 Interpreting I. We are removing SPA 250 Spanish for Criminal Investigation from the prerequisites.

6. Rationale for the proposed change(s):

   In order to create coherence within the new Spanish major, the proposed change will make the prerequisites for all the 300-level courses in the concentration in Translation and Interpretation the same, and will streamline the progress of our students through the program. This also gives
students more flexibility to move onto the 300-level courses. SPA 250 can be taken simultaneously with some of these 200- and 300-level courses.

7. Text of proposed revisions (use NA, not applicable, where appropriate):

   a Revised course description: NA

   b. Revised course title: NA

   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): NA

   d. Revised learning outcomes: NA

   e. Revised assignments and activities related to revised outcomes: NA

   f. Revised number of credits: NA

   g. Revised number of hours: NA

   h. Revised prerequisites: **ENG 201, SPA 230 and SPA 231**

8. Enrollment in past semesters: Spring 2015: 16

9a. Will this course be offered as part of the new JJ General Education program (CUNY Common Core or College Option)? (reminder - complete the CUNY Common Core or JJ College Option form if appropriate)

   No _X___       Yes _____   If yes, please indicate the area:

10. Does this change affect any other departments?

    __X__ No       _____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: November 18, 2015

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:

    Silvia G. Dapía
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

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Date Submitted: 12/15/2015

1. Name of Department or Program: Department of Modern Languages and Literatures

2. Contact information of proposer(s):

   Name(s): Aida Martínez-Gómez
   Email(s): amartinez-gomez@jjay.cuny.edu
   Phone number(s): 212.621.3755

3. Current number and title of course: SPA 337 Text Analysis and Editing for Translators

4. Current course description:

   This course is designed to further develop skills for understanding and analyzing written and spoken texts, and for improving their written output. Students will learn to recognize different text types, their linguistic function, structure and formal traits. Issues related to potential bias in comprehending and interpreting texts will be explored. Students will become familiar with copyediting and proofreading techniques and will apply them to their own translation output.

   a. Number of credits: 3
   b. Number of class hours (please specify if the course has lab hours): 3
   c. Current prerequisites: ENG 201, SPA 230, SPA 231, and SPA 250

5. Describe the nature of the revision (what are you changing?): Change prerequisites to ENG 201, SPA 230 Translating I, and SPA 231 Interpreting I. We are removing SPA 250 Spanish for Criminal Investigation from the prerequisites.

6. Rationale for the proposed change(s): In order to create coherence within the new Spanish major, the proposed change will make the prerequisites for all the 300-level courses in the concentration in Translation and Interpretation the same, and will streamline the progress of our students through the program. This also gives students more flexibility to move onto the 300-level courses. SPA 250 can be taken simultaneously with some of these 200- and 300-level courses.
7. Text of proposed revisions (use NA, not applicable, where appropriate):

   a. Revised course description: NA
   b. Revised course title: NA
   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): NA
   d. Revised learning outcomes: NA
   e. Revised assignments and activities related to revised outcomes: NA
   f. Revised number of credits: NA
   g. Revised number of hours: NA
   h. Revised prerequisites: **ENG 201, SPA 230 and SPA 231**

8. Enrollment in past semesters: N/A

9a. Will this course be offered as part of the new JJ General Education program (CUNY Common Core or College Option)?

   No  _X____  Yes  ______  If yes, please indicate the area:

10. Does this change affect any other departments?

   __X____  No  ______  Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: November 18, 2015

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:

   Silvia G. Dapia
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

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Date Submitted: 12/9/2015

1. Name of Department or Program: Department of Modern Languages and Literatures

2. Contact information of proposer(s):

   Name(s): Aida Martínez-Gómez
   Email(s): amartinez-gomez@jjay.cuny.edu
   Phone number(s): 212.621.3755


4. Current course description:

   Interpreting is recognized as a complex cognitive task that requires bilingual and bicultural competence. Interpreting in legal settings further requires the acquisition of highly specialized knowledge relating to the law, legal language and discourses. This course will introduce students to the contextual knowledge needed to operate in diverse legal settings (courtroom, police), covering different court proceedings such as arraignments, preliminary hearings and pretrial motions. It also provides practice in simultaneous and consecutive interpretation as well as sight translation based on diverse simulated courtroom situations. Students will attend appropriate civil, criminal, and/or family court proceedings.

   a. Number of credits: 3

   b. Number of class hours (please specify if the course has lab hours): 3

   c. Current prerequisites: ENG 201, SPA 230, SPA 231, and SPA 250

5. Describe the nature of the revision (what are you changing?): Change prerequisites to ENG 201, SPA 230 Translating I, and SPA 231 Interpreting I. We are removing SPA 250 Spanish for Criminal Investigation from the prerequisites.

6. Rationale for the proposed change(s): In order to create coherence within the new Spanish major, the proposed change will make the prerequisites for all the 300-level courses in the...
concentration in Translation and Interpretation the same, and will streamline the progress of our students through the program. This also gives students more flexibility to move onto the 300-level courses. SPA 250 can be taken simultaneously with some of these 200- and 300-level courses.

7. Text of proposed revisions (use NA, not applicable, where appropriate):

   a. Revised course description: NA
   b. Revised course title: NA
   c. Revised abbreviated title (original can be found on CF, max of 30 characters including spaces!): NA
   d. Revised learning outcomes: NA
   e. Revised assignments and activities related to revised outcomes: NA
   f. Revised number of credits: NA
   g. Revised number of hours: NA
   h. Revised prerequisites: ENG 201, SPA 230 and SPA 231

8. Enrollment in past semesters: Spring 2015: 16

9a. Will this course be offered as part of the new JJ General Education program (CUNY Common Core or College Option)? (reminder - complete the CUNY Common Core or JJ College Option form if appropriate)
   
   No _X_____ Yes ______ If yes, please indicate the area:

10. Does this change affect any other departments?
   
   _X___ No ________ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: November 18, 2015

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
   
   Silvia G. Dapía
Proposal to Revise the Policy on Graduation Requirements

Undergraduate Bulletin, 2015-16

Proposed revision (additions in bold and underlined, deletions strike out):

**Graduation**

**Requirements**

“Candidates for the associate degree must complete at least 60 credits and candidates for the baccalaureate degree must complete at least 120 credits to obtain a degree. All degree candidates must have completed all required courses, fulfilled the requirements of their majors with a major GPA of at least C [2.00], achieved at least a cumulative grade point average of at least C (2.00), and cleared all accounts with the College. Students are required to complete at least 30 credits at John Jay as well as 50 percent of their major. Students may NOT take more than 50 percent of the courses used to fulfill their degree requirements online. Students earning a minor or certificate must also complete those requirements with a minor/certificate GPA of at least C (2.00).”

**Rationale.** For graduation, the current college policy requires an overall GPA of 2.0 but is silent on the GPA in the Major. In 2006, UCASC approved Guidelines for Minors that also call for a minimum of 2.0 GPA to earn a Minor. This proposal seeks to make our policy more explicit, consistent and transparent. Students must earn a minimum GPA overall, in their majors, and in any minors or certificates to be earned of 2.0. This is the college’s minimum standard for ‘good academic standing’. A recent case arose of a student who will manage to graduate with above a 2.0 overall GPA but a major GPA of approximately 1.8. Students can see each of these GPA’s in their degree audits on Degreeworks.

Effective date: All students graduating in Fall 2016 and after.
ADDITION OF DISTANCE-EDUCATION FORMAT TO THE ADVANCED CERTIFICATE IN CRIMINAL INVESTIGATION

Program Code: 37875

RESOLVED, that a distance education format be added to the Advanced Certificate in Criminal Investigation program (SED Program Code 37875), effective Fall 2016, subject to financial availability.

Description
The distance education format for the Advanced Certificate in Criminal Investigation will provide students the opportunity to complete the program entirely online. The program directly supports the mission of the institution by enabling John Jay College, renowned in the field of criminal justice, to reach a national and international student population beyond the traditional New York City market. The on-campus Advanced Certificate in Criminal Investigation is the second most popular advanced certificate offering at John Jay, and its curriculum consists of courses that also all count toward degree requirements for Master of Arts in Criminal Justice.

Rationale
John Jay is well situated to offer online delivery of the Advanced Certificate in Criminal Investigation. Since its curriculum consists entirely of courses that count toward the Criminal Justice MA, no additional development or resources will be required. Offering this advanced certificate online enables John Jay to provide a sought-after credential in a format that better meets the needs of students such as working professionals and domestic students outside the New York Metro area, and to extend John Jay’s ability to meet international-student demand. The college seeks to inspire to the highest ideals of citizenship and public service by developing graduates who have the intellectual acuity, moral commitment and professional competence to confront the challenges of crime and justice in a free society.

March 2015
Application to Add the Distance Education Format To a New or Registered Program

This application should NOT be used to add the Distance Education Format to the following types of programs or proposals:

- Programs Preparing Teachers, Educational Leaders, and Other School Personnel

The application materials for those types of proposals can be found at: 
http://www.highered.nysed.gov/ocue/aipr/register.html

Doctoral programs: please contact the Office of College and University Evaluation.

Directions for submission of application:

1. For an application to add the distance education format to an existing general academic (non-licensure) program:

Create a single PDF document that includes the following completed forms:

- Application to Add the Distance Education Format
- CEO (or Designee) Approval Form

Attach the PDF document to an e-mail and send to:

OCUERevAdmin@nysed.gov

When submitting to the mailbox, include the following elements in the subject line of the e-mail:

Institution Name, Distance Education Format, Degree Award, and Program Title

E.g., Subject: AAA College, Distance Education Format, Master of Science, English Literature

2. For an application to add the distance education format to a proposed general academic (non-licensure) program:

Complete the form and include it in the application PDF document.

3. For proposals to add distance education to a proposed or existing program in a licensed profession or a related field, complete this distance education form but submit it to the Office of the Professions.

---

1 CUNY and SUNY institutions: contact System Administration for application submission process.
### Task 1 Institution and Program Information: Complete this task for applications to add the distance education format to an existing program.

#### Institution Information

<table>
<thead>
<tr>
<th>Institution Name:</th>
<th>CUNY John Jay College of Criminal Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution Code (6 digits):</td>
<td>33300</td>
</tr>
</tbody>
</table>

*The name and code of the institution should reflect the information found on the Inventory of Registered Programs*

<table>
<thead>
<tr>
<th>Institution Address:</th>
<th>524 West 59th Street</th>
</tr>
</thead>
<tbody>
<tr>
<td>City:</td>
<td>New York</td>
</tr>
<tr>
<td>State/Country:</td>
<td>NY</td>
</tr>
<tr>
<td>Zip:</td>
<td>10019</td>
</tr>
</tbody>
</table>

**Regents Regions:** New York County

Specify campus(s) of the institution where program is offered, if other than the main campus:

*The name and code of the location(s) should reflect the information found on the Inventory of Registered Programs*

Specify any other additional campus(s) where the program is offered besides the ones selected above:

If any courses will be offered off campus, indicate the location and number of courses and credits:

If the program will be registered jointly with another institution, please provide the partner institution's name:
### Program Information for Existing Programs: *Program information should reflect the information found on the Inventory of Registered Programs*

<table>
<thead>
<tr>
<th>Program Code: (for registered programs only)</th>
<th>37875</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Title:</td>
<td>Advanced Certificate in Criminal Investigation</td>
</tr>
<tr>
<td><strong>Degree Award:</strong></td>
<td>Advanced Certificate</td>
</tr>
<tr>
<td><strong>HEGIS code:</strong></td>
<td>2105</td>
</tr>
</tbody>
</table>

### Contact Information

<table>
<thead>
<tr>
<th>Name of contact person</th>
<th>Judith Cahn, Ed.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of contact person:</td>
<td>Director, John Jay Online</td>
</tr>
<tr>
<td>Telephone</td>
<td>212-484-1193</td>
</tr>
<tr>
<td>Fax:</td>
<td></td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:jcahn@jjay.cuny.edu">jcahn@jjay.cuny.edu</a></td>
</tr>
</tbody>
</table>
### Instructions

Guidance for this task can be found by clicking here: [Review Process for Approval of Programs in the Distance Education Format](#)

### 1. Anticipated enrollment in distance program

<table>
<thead>
<tr>
<th>Initial Enrollment</th>
<th>Maximum by year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>40</td>
</tr>
</tbody>
</table>

### 2. Program Information

<table>
<thead>
<tr>
<th>a)</th>
<th>Term length (in weeks) for the distance program: 8 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>b)</td>
<td>Is this the same as term length for the classroom program?</td>
</tr>
<tr>
<td>c)</td>
<td>How much “instructional time” is required per week per credit for a distance course in this program (do not include time spent on activities that would be done outside “class time”, such as research, writing assignments, or chat rooms)</td>
</tr>
<tr>
<td></td>
<td>Answer: 100 minutes per week per credit (300 minutes or 5 hours per week per 3-credit course)</td>
</tr>
<tr>
<td>d)</td>
<td>What proportion of the program will be offered in Distance Education format?</td>
</tr>
<tr>
<td></td>
<td>Answer: 100%</td>
</tr>
<tr>
<td>e)</td>
<td>What is the maximum number of students who will be enrolled in an online course section?</td>
</tr>
<tr>
<td></td>
<td>Answer: 20</td>
</tr>
</tbody>
</table>

### Part A: Institution-wide Issues:
Submit this part for the first Distance Education program proposed by your institution. This will be kept in a master file, and will not need to be resubmitted for each new proposed online program, unless there are changes.

Part A has been filed, and no institution-wide changes are being sought at this time.

### Part B: Program-Specific Issues:
Submit this part for each new request to add Distance Education Format to a registered program.

### III. Learning Design

1. How does your institution ensure that the same academic standards and requirements are applied to the program on campus and through distance learning? If the curriculum in the Distance Education program differs from that of the on-ground program, please identify the differences.

   **Answer:** College policy requires that the standards and requirements of academic programs, regardless of modality, be subject to the same governance and review processes. The Advanced Certificate in Criminal Investigation to be delivered online comprises the same curriculum as the face-to-face version, and any modifications to this program will have to be approved via campus and CUNY governance.
2. Are the courses that make up the distance learning program offered in a sequence or configuration that allows **timely completion of requirements**?

Answer: The curriculum for the online Advanced Certificate in Criminal Investigation shares the same courses as the face-to-face program, courses that contribute to the MA in Criminal Justice. It is scheduled so that full-time students can complete all requirements within one term. Online delivery will progress in eight-week sessions, which will allow students to accumulate credits as quickly as they would when taking the on-campus program. Like campus delivery, required courses will be offered online at least once each fall and spring semester.

3. How do faculty ensure that **the technological tools** used in the program are appropriate for the content and intended learning outcomes?

Answer: In addition to the normal review process described in answer #1 above, faculty partner with John Jay Online Instructional Designers to capitalize on their expertise in best practices for online teaching and learning to design course activities and assignments that maximize student engagement and success.

John Jay Online also requires all faculty teaching online to complete an orientation to help them acclimate to the tools and demands of distance delivery.

Students evaluate online classes with the same instrument used for campus-delivered content. In addition, student evaluations for online sections ask for specific feedback about students' experiences with distance delivery as such. Both faculty from the Advanced Certificate in Criminal Investigation program and John Jay Online staff will use the results to assess student satisfaction with online teaching tools.

4. How does the program provide for appropriate and flexible interaction between faculty and students, and among students?

Answer: In translating courses for online delivery, faculty receive instruction and support from John Jay Online’s staff of Instructional Designers in developing online discussions, collaborative reading and writing projects, and multimedia educational-technology tools, such as short-video scenarios that students respond to together. Faculty are trained to use such tools to foster an online community of learners.

5. How do faculty teaching online courses verify that students are doing their own work?

Answer: Academic integrity will be verified through various methods: (a) Students are required to use their institutional email for all course and college correspondence to ensure that the student who is registered is the online student in the course; (b) Blackboard rosters are restricted to students who have matriculated at the college and who have registered for courses; and (c) an online service, such as ProctorU, will be employed to validate student identities and proctor exams.

### IV. Outcomes and Assessment
1. Distance learning programs are expected to produce the same learning outcomes as comparable classroom-based programs. How are these learning outcomes identified -- in terms of knowledge, skills, or credentials -- in course and program materials?

Answer: Learning outcomes for each course, whether delivered online or on campus, are listed on the syllabus distributed to students at the beginning of the term. Program-level learning outcomes will be prominently listed on the program website. Any changes to course or program structure or outcomes must be approved by college governance and, once approved, will be reflected on program materials and websites.

2. Describe how the means chosen for assessing student learning in this program are appropriate to the content, learning design, technologies, and characteristics of the learners.

Answer: Assessment of the student learning at the course level will, like campus delivery, be in terms of expected learning outcomes and methods of evaluation as stated on course syllabi, including assignments for the term, grading rubrics, and weight given to those assignments in calculating final grades. Class assignments and activities will include quizzes, exams, and written work, but also group projects and scenario analyses that provide opportunities to assess student problem-solving, research and writing, and collaboration skills.

V. Program Evaluation

1. What process is in place to monitor and evaluate the effectiveness of the distance learning program on a regular basis?

Answer: The online Advanced Certificate in Criminal Investigation shares curricular design, learning outcomes, and academic standards with the program delivered on campus and is subject to the regular governance structures and review processes at the program, college, and CUNY levels. The program assesses its effectiveness with regard to student learning through a systematic approach required by the institution. All courses must have stated learning outcomes that introduce, reinforce, or bring to mastery program-level outcomes. The program collects direct and indirect data to measure student progress with regard to these outcomes, and this data is used to revise course content, activities, and assignments. John Jay Online also captures student feedback specifically about their online experience and uses that feedback to help guide faculty in improving delivery of current offerings and to help shape the development of new courses and programs.

2. How will the evaluation results will be used for continuous program improvement?

Answer: The online Advanced Certificate in Criminal Investigation will be included of the recurring academic program review cycle for the graduate program in Criminal Justice. Faculty teaching online work closely with John Jay Online instructional designers during the course-development process and maintain regular contact during the term. Both the program and John Jay Online review student performance and course evaluations at the end of the term and collaborate to improve course content and delivery in future iterations.
3. How will the evaluation process assure that the program results in learning outcomes appropriate to the rigor and breadth of the college degree or certificate awarded?

Answer: As mentioned above, the Advanced Certificate in Criminal Investigation program undergoes regular academic program review as part of the MA program in Criminal Justice, and the online version will be included in that review. In between APR review cycles, the program meets regularly to review student success in meeting course and program outcomes.
CHANGE IN EXISTING GRADUATE COURSE

This form should be used for revisions to course titles, prefixes/numbers, descriptions, and/or prerequisites. **For small course content changes please also submit a syllabus.** For significant content changes, a New Course Proposal form may be required instead. Please email the completed form to the Associate Dean of Graduate Studies at rmeeks@jjay.cuny.edu.

**Date Submitted to the Office of Graduate Studies:** March 15th, 2016  
**Date of Program Approval:** March 15th, 2016  
**Date of CGS Approval:** March 17, 2016

1. **Contact information of proposer(s):**

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<thead>
<tr>
<th>Name(s)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Diana Falkenbach</td>
<td><a href="mailto:dfalkenbach@jjay.cuny.edu">dfalkenbach@jjay.cuny.edu</a></td>
<td>646-557-4429</td>
</tr>
<tr>
<td>C. Gabrielle Salfati</td>
<td><a href="mailto:gsalfati@jjay.cuny.edu">gsalfati@jjay.cuny.edu</a></td>
<td></td>
</tr>
<tr>
<td>Jennifer Dysart</td>
<td><a href="mailto:jdysart@jjay.cuny.edu">jdysart@jjay.cuny.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

2. **Proposed changes. Please complete the entire “FROM” column. Only complete the proposed changes in the “TO” column.**

<table>
<thead>
<tr>
<th>FROM (strike-through the changes)</th>
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</thead>
<tbody>
<tr>
<td><strong>Program</strong></td>
<td><strong>PSY 738 Advanced Research Methods</strong></td>
</tr>
<tr>
<td><strong>Course</strong></td>
<td><strong>Forensic Psychology MA</strong></td>
</tr>
<tr>
<td><strong>Pre-and/or Corequisites</strong> (specify which are pre, co, or both)</td>
<td><strong>Pre-requisites:</strong> PSY 715</td>
</tr>
<tr>
<td></td>
<td><strong>Pre-requisites:</strong> PSY 715 or PSY 769</td>
</tr>
<tr>
<td><strong>Hours</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>This course addresses advanced issues in conducting research in forensic psychology mental health. Topics including experimental and non-experimental research design and methods, theory development and the conceptualization of research problems, the formation of testable hypotheses and the use of statistics, operationalizing and measuring of variables, ethical issues, analysis and interpretation of findings, and the development of a research proposal. These issues will be considered in the context of readings and presentations</td>
</tr>
<tr>
<td></td>
<td>This course addresses advanced issues in conducting research in forensic psychology. Topics include experimental and non-experimental research design and methods, theory development and the conceptualization of research problems, the formation of testable hypotheses and the use of statistics, the operationalization and measurement of variables, ethical issues, analysis and interpretation of findings, and the development of a research proposal. These issues will be considered in the context of readings and presentations</td>
</tr>
</tbody>
</table>
context of readings and presentations related to current forensic psychology faculty research.

| Effective Term | Spring 2017 |

3. **Rationale for the proposed change(s):**

It is proposed that PSY 769 be added to the pre-requisites for PSY 738 – Advanced Research Methods, as well as to make it a requirement for students to receive an A or A- in PSY 715 and PSY 769. Students who do not receive an A or A- in the aforementioned prerequisites will require special permission from their thesis advisor, as well as the Program Director, in order to enroll in PSY 738. Students who aim to graduate with the completion of a Master’s thesis primarily take this course, as it is a requirement for graduation for thesis track students. In this course, students construct a prospectus that they will use to write their Master’s thesis, which they will defend to complete their graduation requirements. Due to the intense research nature of this course, it is necessary that enrolled students have a broad understanding of research methods and statistics; this can be assessed by the student’s final grade in PSY 715 and PSY 769. PSY 715 and PSY 769, adequately prepare students with a methods and stats basis for this course and set students up to be successful on the thesis track.

It is proposed that PSY 791 be added as a co-requisite for PSY 738 – Advanced Research Methods. PSY 791 is the thesis prospectus course in which students work with their advisor to craft ideas for their Master’s thesis. When students take these two courses in tandem, they are able to efficiently work with their thesis advisor in PSY 791 on the construction of a thesis prospectus for PSY 738. Students will be able to have time to ask pertinent questions and seek guidance for the design, methods, projected statistical analyses, and expected results on their thesis ideas. The instruction in PSY 738, coupled with the advisement in PSY 791, helps the student to create a stronger prospectus, setting the student up for success on the thesis track.

4. **Enrollment in past semesters:**

Spring 2016: 17 students

5. **Does this change affect other programs?**

_____ No  ___X___ Yes

If yes, what consultation has taken place?

These changes affect students in two other programs, who complete a thesis by taking these MA courses.

Agreement to changes have been confirmed with
Director of MA in Forensic Mental Health Counseling, James Wulach
Director of BA/MA Program, Jennifer Dysart
CHANGE IN EXISTING GRADUATE COURSE

This form should be used for revisions to course titles, prefixes/numbers, descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. For significant content changes, a New Course Proposal form may be required instead. Please email the completed form to the Associate Dean of Graduate Studies at rmeeks@jjay.cuny.edu.

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<tr>
<th>Name(s)</th>
<th>Email(s)</th>
<th>Phone number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Wulach</td>
<td><a href="mailto:jwulach@jjay.cuny.edu">jwulach@jjay.cuny.edu</a></td>
<td>x8782</td>
</tr>
</tbody>
</table>

7. Proposed changes. Please complete the entire “FROM” column. Only complete the proposed changes in the “TO” column.

<table>
<thead>
<tr>
<th>FROM (strike through the changes)</th>
<th>TO (underline changes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>Program</td>
</tr>
<tr>
<td>FMHC</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Course</td>
</tr>
<tr>
<td>PSY 781 Fieldwork in Counseling II</td>
<td>Completion of a minimum of 12</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>graduate credits in the graduate</td>
</tr>
<tr>
<td></td>
<td>psychology program and permission</td>
</tr>
<tr>
<td></td>
<td>of the program director.</td>
</tr>
<tr>
<td>Hours</td>
<td>Hours</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>Credits</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>Description</td>
</tr>
<tr>
<td>This course is a continuation of</td>
<td></td>
</tr>
<tr>
<td>PSY 780, for those students</td>
<td></td>
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<tr>
<td>choosing additional fieldwork</td>
<td></td>
</tr>
<tr>
<td>experience. Provides supervised</td>
<td></td>
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<tr>
<td>experience assisting mental health</td>
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<tr>
<td>professionals in the assessment,</td>
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<tr>
<td>management and counseling of</td>
<td></td>
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<tr>
<td>clients. Students work in an</td>
<td></td>
</tr>
<tr>
<td>applied institutional setting, such</td>
<td></td>
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<tr>
<td>as a prison, special treatment</td>
<td></td>
</tr>
<tr>
<td>clinic, hospital, delinquency or</td>
<td></td>
</tr>
<tr>
<td>rehabilitation setting. Training</td>
<td></td>
</tr>
<tr>
<td>includes interviewing and taking</td>
<td></td>
</tr>
<tr>
<td>case histories, observations, staff</td>
<td></td>
</tr>
<tr>
<td>and case conferences. Fieldwork</td>
<td></td>
</tr>
</tbody>
</table>
8. **Rationale for the proposed change(s):**

PSY 780.02 & 781 are meant to be a seamless continuation of the externship experience, without interruption, and a rigid semester requirement interferes with the ability to continue the externship experience regardless of whether the first half is completed exactly at the end of a semester. Also, it is possible to complete both 780 and 781 within one semester.

9. **Enrollment in past semesters:**

Fall 2014: 25  
Spring 2015: 32  
Fall 2015: 23  
Spring 2016: 42

10. **Does this change affect other programs?**

    _X_ No  _____ Yes

    If yes, what consultation has taken place?
CHANGE IN EXISTING GRADUATE COURSE

This form should be used for revisions to course titles, prefixes/numbers, descriptions, and/or prerequisites. **For small course content changes please also submit a syllabus.** For significant content changes, a New Course Proposal form may be required instead. Please email the completed form to the Associate Dean of Graduate Studies at rmeeks@jjay.cuny.edu.

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<tbody>
<tr>
<td><strong>Program</strong></td>
<td>PSY 791 Prospectus Seminar</td>
</tr>
<tr>
<td><strong>Course</strong></td>
<td>PSY 791 Prospectus Seminar</td>
</tr>
<tr>
<td>Pre- and/or Corequisite <strong>s</strong></td>
<td>Pre- and/or Corequisite <strong>s</strong></td>
</tr>
<tr>
<td>(specify which are pre, co, or both)</td>
<td>(specify which are pre, co, or both)</td>
</tr>
<tr>
<td>Prerequisites: Permission of the instructor and an “A” or “A-” in the following four courses: PSY 769, PSY 715, PSY 737, and PSY 738 (except with permission of the directors of the MA Programs)</td>
<td>Prerequisites: Permission of the instructor and an “A” or “A-” in the following two courses: PSY 715 and PSY 769</td>
</tr>
<tr>
<td>Co-requisite: PSY 738</td>
<td>Co-requisite: PSY 738</td>
</tr>
<tr>
<td>Hours</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Description</td>
<td>Assists students in the identification and delineation of researchable topics, leading to the development of a thesis prospectus by the end of the semester. The prospectus is expected to include a literature review, hypotheses and a methodology.</td>
</tr>
<tr>
<td>Description</td>
<td>Assists students in the identification and delineation of researchable topics, leading to the development of a thesis prospectus by the end of the semester. The prospectus is expected to include a literature review, hypotheses and a methodology.</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Spring 2017</td>
</tr>
</tbody>
</table>
13. Rationale for the proposed change(s):

It is proposed that students no longer have to receive an A or A- in PSY 737 and PSY 738 as a prerequisite for enrolling in PSY 791. PSY 737 instructs students on how to perform statistical analyses that can be utilized for the analysis of their thesis data. Therefore, this course should be removed as a requirement, and instead it should be highly recommended that students enroll in this course after the completion of the thesis prospectus which is done in PSY 791 and PSY 738. PSY 738 should be removed as a requirement due to the current proposal to have PSY 738 exist as a co-requisite of PSY 791. If these two courses are co-requisites of one another, students would not be able to receive a grade in PSY 738 before enrolling in PSY 791.

It is proposed that PSY 738 be added as a co-requisite for PSY 791 – Prospectus Seminar. PSY 791 is the thesis prospectus course in which students work with their advisor to craft ideas for their Master’s thesis. When students take these two courses in tandem, they are able to efficiently work with their thesis advisor in PSY 791 on the construction of a thesis prospectus for PSY 738. Students will be able to have time to ask pertinent questions and seek guidance for the design, methods, projected statistical analyses, and expected results on their thesis ideas. The instruction in PSY 738, coupled with the advisement in PSY 791, helps the student to create a stronger prospectus, setting the student up for success on the thesis track.

14. Enrollment in past semesters:

Spring 2016: 17 students

15. Does this change affect other programs?

_____ No    ___X___ Yes

If yes, what consultation has taken place?

These changes affect students in two other programs, who complete a thesis by taking these MA courses.
Agreement to changes have been confirmed with
Director of MA in Forensic Mental Health Counseling, James Wulach
Director of BA/MA Program, Jennifer Dysart
To: College Council

From: Faculty Senate

Date: March 23, 2016

Re: Proposal to change the method of choosing members of the General Education Subcommittee of the Undergraduate Curriculum and Academic Standards Committee (UCASC)

By virtue of a vote of the College Council on April 23, 2011, a General Education Subcommittee of the Undergraduate Curriculum and Academic Standards Committee (UCASC) was created, comprising eleven members, five of whom are elected by the Faculty Senate and five elected by UCASC; by virtue of the same vote, the chair of the General Education Subcommittee is selected by the UCASC Chair in consultation with the President of the Faculty Senate. This proposal is to empower UCASC and its Chair to henceforth select all the members of the Gen Ed Subcommittee and its Chair and to determine the number of its members.

Proposed Resolution:

Resolved, That the College Council shall amend the method of electing members of the General Education Subcommittee of the Undergraduate Curriculum and Academic Standards Committee (UCAC) so that the members are chosen solely by UCASC. The number of members and its chair shall henceforth also be decided by UCASC and its chair.

EXPLANATION:

In 2011, CUNY’s Board of Trustees adopted a policy that it called “Pathways,” which is a 42-credit general education curriculum which all the CUNY colleges were mandated to adopt. Pathways was a momentous change for John Jay (and for all of CUNY) and it was anticipated that hundreds of new general education courses would need to be created at John Jay by the faculty and be considered for approval through the governance
at John Jay by the faculty and be considered for approval through the governance process. At the time, John Jay did not have a General Education Committee and the need for such a committee was recognized. A proposal was developed by the leadership of the Faculty Senate and of the academic administration to have a committee on general education be a subcommittee of UCASC with five of the subcommittee members elected by the Faculty Senate from non-UCASC members and another five elected by UCASC from UCASC members, with the Chair of the subcommittee selected by the Chair of UCASC in consultation with the president of the Faculty Senate. This proposal was developed through a consultative process by the following individuals: President of the Faculty Senate Karen Kaplowitz; Vice President of the Faculty Senate Francis Sheehan; Dean of Undergraduate Studies Anne Lopes, the Chair of UCASC; Provost Jane Bowers; and President Jeremy Travis.

During the past five years, the subcommittee on general education has done excellent work, approving more than 200 courses at John Jay for the general education curriculum which were approved by the College Council and the CUNY Board of Trustees; indeed, many of these courses have since been revised by UCASC and by the College Council.

It is the opinion of the Faculty Senate that the College is at a stage in our general education curriculum development that it is no longer necessary for the Faculty Senate to elect half the members of the Gen Ed Subcommittee. Accordingly, the Faculty Senate voted unanimously on March 16, 2016, to propose this change to UCASC and to the College Council. The Faculty Senate has decided that the size and membership of its gen ed subcommittee and its method of selecting members should be solely within the purview of UCASC, as is true for all of UCASC’s other subcommittees.

UCASC has also deliberated on this matter and has voted to unanimously support this change. Dr. Dara Byrne, the Interim Associate Provost and Undergraduate Dean and chair of UCASC, who was consulted by the Faculty Senate on this matter, also supports this change.
Memorandum

Date: March 24, 2016

To: Rulisa Galloway-Perry
Secretary to the College Council

From: Lynette Cook-Francis
Vice President for Student Affairs

Re: Graduation Awards

The Committee on Honors, Prizes and Awards met on Thursday, March 24, 2016 to vote on the Commencement Awards which will be presented on May 16, 2016. With quorum present, the committee recommends the following award recipients:

- Leonard E. Reisman Medal: Thamanna Hussain
- Scholarship & Service Award: Monica Murillo
- Howard Mann Humanitarian Award: Arturo Urena
- Graduate Achievement Award:
  - Izmira Tawfeek
- Distinguished Service Awards
  - Brian Monsanto
  - Trushalkumar Pandhi
  - Jasmin Perez
  - Angelica Puente-Soto
  - Jeffrey White